VOLUME XLV NUMBER 1

CORRESPONDENCE INSTRUCTION CATALOGUE

Announcements of The Bureau of Correspondence Instruction

1966

University of North Carolina
EXTENSION DIVISION
CHAPEL HILL, N. C.

University Extension Services

The Extension Division is the administrative agency through which the University extends its services to the people.

In addition to the CORRESPONDENCE INSTRUCTION described in this catalogue, the University of North Carolina offers the following services to the people of the state:

AUDIOVISUAL EDUCATION. Audiovisual materials and services are available to schools, colleges, civic groups and other agencies. Films for community programs, business and industry, and other adult groups are made available each month through public libraries. Individuals may book films for use in conjunction with correspondence courses through their public libraries or through the regular film rental service of the Audiovisual Bureau.

CLASS INSTRUCTION. Extension courses, primarily in graduate courses in professional Education, are held both on and off the campus for in-service teachers. Students who take courses in approved locations away from the campus may earn as much as six semester hours of graduate resident credit toward an advanced degree. Those who take courses in locations not approved for resident credit may earn graduate extension credit.

COMMUNITY ADULT EDUCATION. Consultative and instructional services are provided to community groups interested in programs of general, non-credit adult education.

EVENING COLLEGE. A two year residential program for undergraduates is held on the campus during the regular academic year. Qualified students may earn as much as one-half the credits required for a degree in this evening program.

RESIDENTIAL ADULT EDUCATION. This Bureau develops and organizes non-credit adult education programs and conferences to be held on the campus. Anyone interested in such programs should contact the office at 209 Abernethy Hall, Chapel Hill, telephone 933-1125.

SCHOOL SERVICES. Standardized tests are distributed to authorized health, educational, and business agencies. Faculty members of the University serve in an advisory capacity in evaluating new tests. High School Debating Contests, High School World Peace Study and Speaking Program and High School Academic Contests are made available.

TELEVISION INSTRUCTION. From time to time extension courses in regular University subjects are offered on Channel 4, WUNC-TV. These courses are taught by members of the University faculty and, when all requirements are met, give the same credit as courses in residence.

UNIVERSITY OF NORTH CAROLINA
EXTENSION DIVISION

CORRESPONDENCE INSTRUCTION CATALOGUE

ANNOUNCEMENTS OF THE BUREAU OF

CORRESPONDENCE INSTRUCTION

1966

Table of Contents

	Page
UNIVERSITY EXTENSION SERVICES	Inside Front Cover
GENERAL INFORMATION CONCERNING CORRESPONDENCE INSTRUCTION	5
CREDIT	5
FOR CREDIT AT OTHER COLLEGES AND UNIVERSITIES	6
FOR NORTH CAROLINA TEACHERS	6
FOR TEACHERS IN OTHER STATES	7
RULES GOVERNING CORRESPONDENCE COURSES	7
STANDARDS	8
THE HONOR SYSTEM	8
FEES	9
Residents of North Carolina	9
Non-residents of North Carolina	9
REFUNDS	9
BOOKS AND SUPPLEMENTARY MATERIAL	9
THE UNITED STATES ARMED FORCES INSTITUTE	10
ADULT EDUCATION	10
HOW TO SELECT AND REGISTER FOR CORRESPONDENCE COURSES	10
COURSES OF INSTRUCTION	14
Art	14
History and Interpretation of Painting	14
Business Administration	14
Accounting Principles I	14
Dentistry	12
Dental Assisting	12
Dental Laboratory Technology	13
Dramatic Art	14
Introduction to the Theatre	14
Playwriting	14
Education	15
The Introduction to the Study of Education	15
Educational Psychology	15
Survey and Evaluation of Books and Related Materials for Children	15
The Secondary School	15
Social and Educational History of the United States	16
The Teaching of Science in the Elementary Grades	16
The Teaching of Arithmetic in the Elementary School	16
Curriculum Construction	16
Growth and Development of the School Child	17

Table of Contents

Page

English 17
- English Composition 17
- English Composition and Rhetoric 17
- English Literature 18
- Business English 18
- Creative Writing: An Analysis of Fiction 18
- Creative Writing: The Short Story 19
- English Grammar 19
- The English Novel 19
- Shakespeare 19
- English Literature, 1780-1830 19
- American Literature 20

Geography 20
- Introduction to Geography 20
- Geography of North America 20

Geology 21
- Physical Geology 21
- Historical Geology 21

German 21
- Elementary German 21
- Intermediate German 22
- German Literature 22
- Scientific German 23

History 23
- Modern Civilization 23
- Russian History 24
- Ancient History 24
- Medieval History 24
- English History 24
- Latin American History 24
- American History 25
- American Diplomatic History 25
- North Carolina History 25
- Social and Educational History of the United States (See Education) 25

Latin 26
- Elementary Latin 26
- Intermediate Latin 26
- Latin Composition 26
- Selections from Latin Prose 27
- Latin Poetry 27

Mathematics 27
- Plane Geometry 27
- Intermediate Algebra 27

Table of Contents

Page

College Algebra 28
Plane Trigonometry 28
Spherical Trigonometry 28
Analytic Geometry 28
Differential Calculus 28
Integral Calculus 29

Music 29
Fundamentals of Music 29
Harmony 29
History of Music 29

Philosophy 30
Introductory Logic 30

Political Science 30
Citizenship 30
The Government of the United States 30
State Government in the United States 30

Psychology 31
General Psychology 31

Religion 31
The Origin and Significance of the Bible 31

Russian 31
Elementary Russian 31

Sociology and Anthropology 32
Introduction to Sociology 32
Social Problems 32
Marriage 32
The Negro 32
General Anthropology 33
Community Recreation 33
Program Planning for Community Recreation 33

Spanish 34
Spanish Composition 34
Spanish Literature 34

THE GENERAL COLLEGE REQUIREMENTS 35
GENERAL COLLEGE ELECTIVES 35
ADMINISTRATIVE STAFF 37
CORRESPONDENCE INSTRUCTORS 38
N. C. STATE COURSES ..... Inside Back Cover

Correspondence Instruction

This catalogue explains in detail the correspondence work offered at Chapel Hill by the Extension Division of the University of North Carolina. The courses offered at North Carolina State University at Raleigh are listed on the back cover. Full information regarding them may be secured by writing to that institution.

The courses listed herein may be pursued by anyone who is prepared to study them with profit. Those who expect to secure credit towards a degree must, of course, satisfy the entrance and other requirements. However, those who do not desire or expect such credit are permitted to register for any course for which they are qualified. Non-credit students are given the same careful instruction as those who study for credit.

Each correspondence course has been prepared by a member of the faculty so that it parallels the equivalent course given in residence and covers an equal amount of work for which equal credit is given. Although it may vary, a correspondence course usually has eight assignments per semester hour.

General Information

Correspondence study is a method of learning through the directed study of textbooks and supplementary material, writing the answers to the questions, and developing lines of thought contained in each assignment. Each assignment includes: (a) full directions for study, including references to textbooks; (b) suggestions and lecture material; (c) questions to be answered in writing. When a student registers for a course, he is provided a set assignments. He does the work outlined in the first assignment and sends his paper to the Bureau of Correspondence Instruction and then begins work on the second assignment. At the University each paper is examined by an instructor, who carefully corrects and grades it and places on it constructive criticism and helpful suggestions for study. During University vacation periods, students may expect some delay in the return of reports. While it is very desirable that the student send in work regularly, at least one assignment each week, he has the privilege of sending it in as he is able to complete it, *provided he does not submit more than four assignments in each course within a seven-day period.* Each assignment covers approximately two days of residence work. An assignment is expected to require approximately six hours for preparation. A final supervised examination must be passed, if credit is to be given.

Credit

Unless otherwise noted, all courses offered give credit toward bachelors' degrees at this institution. *No courses are offered for graduate credit.*

To work out a systematic plan for taking correspondence instruction toward the A.B. degree, study carefully the *Requirements for Bachelors' Degrees* found on pages 35-36.

For credit toward a degree at this branch of the University, not more

than the equivalent of one year of resident work, thirty semester hours, may be earned by extension classes and correspondence courses. The last year's work must be taken in residence. A maximum of two courses may be taken by correspondence from this University during the last year.

If degree credit is desired at this branch of the University, an applicant for correspondence work must meet the University entrance requirements of at least fifteen acceptable units from an accredited high school. The high school record must be transferred to the University on a blank that will be furnished for the purpose. Credit for work taken at other colleges must be properly transferred to the University and accepted by the examining committee.

For Credit at Other Colleges and Universities

Credits earned will be transferred to another institution when this request is made by the student. Requests for transcripts should be directed to the Office of Records and Registration, Hanes Hall, Chapel Hill, N. C. 27514.

The University cannot determine the policy of other institutions in regard to accepting credit for correspondence work. There are very few standard colleges or universities at this time, however, that do not accept credit for work completed through correspondence instruction in other standard colleges or universities. There is usually interchange of credits between the various institutions which are members of the National University Extension Association.

Persons should confer with the officials of the institution where credit is desired before enrolling.

For North Carolina Teachers

The State Department of Public Instruction in North Carolina accepts credit earned before September 1st for that teaching year. Teachers needing credit for North Carolina certification should arrange to complete courses by August 15 in order to have credit reported by September 1st. For full information about certification requirements, write the State Department of Public Instruction.

Teachers who need *professional courses* must be sure to choose them in their own professional field. For instance, a primary teacher should not take a course in high school methods.

For renewing a certificate based on a bachelor's degree six semester hours' work is required and may be taken by correspondence and/or extension class. Any courses which do not duplicate courses previously taken will be suitable provided they are in areas or subjects specifically related to the needs of the individual in connection with his work. (Credit may be in either education or subject matter courses.) Certificates based on more advanced degrees may not be renewed by correspondence.

Correspondence Courses Available Through the Special In-Service Teacher Education Program

Several courses have been approved by the Special In-Service Teacher Education Program. Interested teachers should write for a list of approved

courses. When an application blank is submitted, it should be accompanied by a letter from the employing superintendent recommending participation and certifying that the teacher is under contract. The fees must be paid by the teacher at the time of enrollment. Upon the completion of the course, the teacher will be eligible for refund of course fees (does not include cost of books). The refund will be made by the Extension Division after reimbursement is made by the Special In-Service Teacher Education Program. Refunds are made twice a year, once in the fall and again in the spring.

For Teachers in Other States

The Office of Records and Registration will transfer credit to state departments of education to be applied toward teachers' certificates when requested to do so.

Rules Governing Correspondence Courses

1. Not more than two courses may be taken at any one time.

2. Students may enroll in a course at any time during the year.

3. Courses must be completed within thirteen months from the original date of registration.

4. University regulations do not permit students to enroll or to submit assignments while attending a regular session without the written approval of the appropriate dean. In order to continue a course while in residence, written permission must be filed in the Bureau. Additional time can be allowed for those students who return to a regular session before completing a course.

5. Correspondence students who are not *bona fide* residents of Chapel Hill and are not currently attending the University must secure the written approval of University authorities to remain in the vicinity of Chapel Hill while enrolled in a correspondence course. In very exceptional circumstances, permission may be granted.

6. It is desirable that students send in at least one assignment a week. Only four assignments are accepted in a course in a seven-day period. These should be submitted one at a time. They will be returned to the student for study purposes as soon as they are corrected. All written assignments and reports must be returned to the Bureau before a final grade or credit will be given.

7. Students taking courses for credit must pass a final examination taken no later than one month after all assignments have been corrected. Examinations must be taken at a standard college or university which is accessible to the student. Active service personnel may arrange examinations under the supervision of a base Education Office. The examination must be completed two weeks prior to the date credit is needed.

8. Requests for transcripts should be addressed to the University Office of Records and Registration, Hanes Hall.

9. A subject for which credit has already been given cannot be taken for credit by correspondence unless approval has been obtained from the institution where credit is desired.

10. Thirty semester hours (equivalent to one year of residence work) may be taken by correspondence and extension classes toward a degree at the University in Chapel Hill.

11. If a student, with the exception of one or two courses, has fulfilled the University requirement of taking the full work of the last academic year in residence, he may complete this work by taking correspondence courses from this University provided permission is secured from his dean, and suitable courses are offered.

12. The use of lightweight paper for assignments is recommended in order to save postage. Paper suitable for typewriter or pen, if not available locally, may be purchased from the Bureau.

Standards

The Bureau emphasizes the importance of the individual guidance of students by instructors. This involves the evaluation of students' work and the giving of helpful suggestions according to individual needs.

All students will be expected to submit their assignments in good form, grammatical and otherwise, acceptable to the instructor and in line with the requirements of the University. If an instructor in any department finds that the English composition of a student is below the standard, the symbol *cc* (composition condition) may accompany the final grade, as for instance Bcc, Ccc, or Dcc. This will indicate that, although the instructor has accepted as satisfactory the student's knowledge of the subject matter of the course, the penmanship, punctuation, spelling, vocabulary, or organization of the written work is not up to the University standard. A student receiving such a grade may remove the condition by completing successfully the correspondence course English c0.

The Honor System

Correspondence courses, like residence courses, are on the honor basis. The student body of the University has through a century of tradition developed an honor spirit and an honor system. A student who plagiarizes, copies, cheats, or in any way does dishonest work is not only denied credit for the course but may be dismissed from the University.

In correspondence study, work must be honest above all other qualities. Each correspondence student is on his honor to do only honest work. To make certain that there is no semblance of dishonor, it should be an unfailing practice never to refer to the textbook or any other materials or aids when writing answers to questions unless specifically advised to do so.

No credit will be given for a course in case the student has been false to the pledge of honor. No refund will be made in such a case.

Fees

For residents of North Carolina:
($12.00 per semester hour)

2 semester hour course	$24.00
3 semester hour course	$36.00
4 semester hour course	$48.00

For non-residents of North Carolina:
($15.00 per semester hour)

2 semester hour course	$30.00
3 semester hour course	$45.00
4 semester hour course	$60.00
Renewal fee	$ 3.00

(Only one extension of time is given and all renewed courses must be completed within six months of the original expiration date.)

Under certain circumstances, the Vocational Rehabilitation Division of the State Department of Public Instruction will pay the fees for those who have a physical disability. Full information will be furnished those who write the Director, Raleigh, North Carolina.

See information below concerning servicemen who are eligible to study through the U. S. Armed Forces Institute.

See also page 6 for information about the In-Service Teacher Education Program.

Refunds

The request for a refund must be made in writing.

Partial refunds will be granted provided the request is made within two months of the enrollment date. A charge of $8.00 for the expense in connection with the enrollment will be made, plus $2.00 for each corrected assignment.

Books and Supplementary Material

A bookstore is maintained in the Bureau of Correspondence Instruction to furnish required texts. Required texts are listed with each course. The prices are subject to change.

Books for *supplementary* reading should be requested from the local public or country library. If the local library cannot supply these books, they may be obtained by having the local librarian request them through the North Carolina State Library, Raleigh, N. C. The librarian should use the standard American Library Association interlibrary form and should indicate that the request is being made for a student currently enrolled in a correspondence course. Students who live in towns or counties without library service may obtain books by writing directly to the State Library.

The United States Armed Forces Institute

The University of North Carolina is one of a number of colleges and universities selected by the United States Government to offer correspondence courses to those in service, the Government paying part of the expense. Military personnel of the United States Army, Air Force, Navy, Coast Guard and Marine Corps, whose applications have been approved are eligible to enroll through the United States Armed Forces Institute. The following subjects are included in the University's approved courses: art, dramatic art, education, English, geography, German, history, Latin, mathematics, music, philosophy, political science, psychology, religion, Russian, sociology, and Spanish. A leaflet giving full information is available and will be sent upon request. The Government will pay the tuition, while the person in service pays for the books and a registration fee of $6.00.

Those desiring to enroll under this plan should send to the Director of the Armed Forces Institute, Madison, Wisconsin 53703, (1) one of the application blanks in the back of the catalogue with (2) a United States Armed Forces Institute application form secured from an Education Office and (3) a money order, cashier's check or certified check made out to the Bureau of Correspondence Instruction for the student's share of the cost. If the Armed Forces Institute application forms cannot be secured from a post, camp or station commander, they may be obtained from the Institute Headquarters, Madison, Wisconsin 53703.

Adult Education

Special arrangements will be made with instructors to meet the requirements of adult students who, for various reasons, desire to continue studying without regard to credit. Any mature person or group of persons, regardless of previous education, may register for any of the subjects listed in this bulletin, and the instructor will endeavor to adjust the course to the individual needs and interests. Courses in philosophy, psychology, education, religion and sociology are especially recommended for homemakers, social workers, parents and teachers. Literary and civic club members will find courses in history, English, political science, foreign language, art and music valuable. For those in business there are courses in business English, mathematics, etc.

How to Select and Register for Correspondence Courses

Read carefully all the preceding pages. Look through the list of courses and select one or two which you need or in which you are most interested. (Additional information regarding courses suitable for those who wish credit at the University of North Carolina will be found on pages 35 and 36 of this catalogue.) Confer with officials of the institution where credit is desired regarding the selection of your work, if necessary. Fill out the application blank in the center of this bulletin. Detach and mail it with a check or money order to the Bureau of Correspondence Instruction, Chapel Hill, N. C. 27514. The check or money order should be made payable to the Bureau of Correspondence Instruction.

Before writing to the Bureau be sure to fill out *every line* of the application blank. If you are a school teacher, be certain to give exact information concerning your teacher's certificate: i.e., *kind* (whether elementary, primary, grammar grade, or high school); *class* (whether A, B, or C); and *number.*

Textbooks will not be sent unless requested on the application blank. Those wishing to purchase texts should send an amount sufficient to cover their cost or request that they be sent C.O.D.

If you do not find the courses you need listed in this catalogue, write for a *Guide to Correspondence Study* which lists courses offered by accredited colleges and universities which are members of the National University Extension Association. The *Guide* may be obtained for fifty cents from:

National University Extension Association
c/o University of Minnesota
Minneapolis, Minnesota 55455

Dental Programs

NOTE: *The courses listed here do not give credit toward a degree, but lead to certificates.*

SCHOOL OF DENTISTRY

DENTAL ASSISTING

The following seven courses include five correspondence courses and two resident courses and compose an extension study program for the education and training of Dental Assistants. Those not desiring the entire program may enroll in sequence in any one or several of the correspondence courses, but not in the resident courses.

Dentistry cn16 and Dentistry cn17 may be taken under an optional plan—either as (1) a *resident program in a dental school,* or (2) as a *correspondence program in a private dental office* or in a *qualified dental clinic* under the supervision of a dentist. Details on the optional plan may be obtained by writing the Bureau of Correspondence Instruction.

The complete seven-course program is equivalent to one academic year of study. However, no course in the program is given for credit toward an academic degree. The program includes the knowledges and skills recommended by the Council on Dental Education of the American Dental Association.

cn11. ORIENTATION IN THE DENTAL PROFESSION AND OFFICE. *24 Assignments.*

History and objectives of dentistry and associated groups, legal and ethical principles, dental terminology, applied psychology related to professional contact, telephone techniques, personal health and grooming.

cn12. SECRETARIAL PROCEDURES. *32 Assignments.*

English grammar, typewriting development, business forms and business letter forms, business mathematics, filing, and business conduct. Available to office personnel in health areas other than dentistry.

cn13. PRECLINICAL SCIENCES. *48 Assignments.*

Dental anatomy and physiology and dental application of pathology, bacteriology, pharmacology, nutrition, first aid, and sterilization.

cn14. DENTAL MATERIALS AND TECHNICAL PROCEDURES. *40 Assignments.*

General composition, working characteristics, purchase routine, storage and technical use in dentistry of various dental materials.

cn15. CLINICAL SCIENCES. *48 Assignments.*

Dental supplies, instruments, equipment, operating procedures, radiographic techniques, oral hygiene, preventive dentistry, pedodontics, operative dentistry, endodontics, orthodontics, oral surgery and anesthesia, crown and bridge prosthodontics, prosthodontics, and periodontology.

cn16. LABORATORY AND TECHNICAL APPLICATION. *16 Assignments.*

Manipulation of various dental cements, amalgam, gold alloys, waxes, impression materials, gypsum products, and acrylics. Dental techniques include pouring and trimming models; fabricating dies;

constructing base plates, bite rims and custom trays; and waxing, carving, casting, and finishing of inlays and crowns.

cn17. CLINICAL APPLICATION. *16 Assignments.*
Experience and practice in patient contact in reception area and operatory, including telephone techniques, instrument and equipment care and preventive maintenance, sterilization procedures, radiographic film processing and handling, operatory functions, and chairside assisting procedures in the various phases of dentistry.

The last two courses taken as resident courses must be accomplished in a school of dentistry. When these courses are taken as correspondence courses, a final comprehensive practical examination must be taken at a school of dentistry. A list of participating dental schools for both options is available from the Bureau. More detailed information and fee schedule is available in a separate bulletin.

DENTAL LABORATORY TECHNOLOGY

A correspondence program for training dental laboratory technicians has been inaugurated by the School of Dentistry. This program consists of ten courses. Completion of all courses will qualify an individual to be a candidate for certification by the National Board for Certification, an agency of the National Association of Dental Laboratories, Inc. A list of the courses follows:

- c32a Business English
- cn22 Mathematics for Dental Auxiliaries
- cn23 Chemistry for Dental Auxiliaries
- cn24 Physics for Dental Auxiliaries
- cn26 Dental Anatomy and Physiology
- cn27 Dental Materials and Metallurgy
- cn28 Operative Dentistry Laboratory Techniques
- cn30 Prosthodontic Laboratory Techniques
- cn32 Crown and Bridge and Ceramic Laboratory Techniques
- cn34 Orientation, Ethics, Professional Relatives and Business Management.

Completion of the entire program leads to a Certificate in Dental Technology.

More complete information is available upon request.

Courses of Instruction

NOTE: *The numbers are the same as in the University catalogue.*

DEPARTMENT OF ART

c33. HISTORY AND INTERPRETATION OF PAINTING. Credit, 3 semester hrs.
Professor Schnorrenberg. *25 assignments.*
Sophomore, Junior, Senior elective.

An introduction to the history and interpretation of art, tracing the development of painting in Western Civilization through the Renaissance.

Texts:

Gombrich, *The Story of Art* (1958), $5.50
Sommer, *The Fundamentals of Art History*, 60¢
95 University Prints, set $2.50
38 Taurgo Prints, set $2.00
The following book for supplementary reading may also be secured from the Bureau: Robb and Garrison, *Art in the Western World*, rent, $1.50 for 3 months

SCHOOL OF BUSINESS ADMINISTRATION

c71. ACCOUNTING PRINCIPLES I. Credit, 3 semester hrs.
Professor Langenderfer, or Mr. Windham. *25 assignments.*

Fundamental Accounting Principles applied to the recording of business activities and to the reporting of the financial results for single proprietorships, partnerships, and corporations.

Texts:

Finney and Miller, *Principles of Accounting—Introductory*, 6th Ed., $8.95
Accounting Forms for Solutions, Group B Problems in Finney and Miller, *Principles of Accounting—Introductory*, 6th Ed., $4.95
Wentworth, Montgomery, Gowen, and Harrell, *The Accounting Process—A Program for Self-Instruction* (1963), $3.50 (paperback)

DEPARTMENT OF DRAMATIC ART

c30. INTRODUCTION TO THE THEATRE. Credit, 3 semester hrs.
Mrs. Lamont. *24 assignments.*
Sophomore, Junior, Senior elective.

Dramatic Art c30 is designed to give the student a general knowledge and understanding of the nature of the living theatre of the Western world from ancient Greece to the present. A thorough study of six representative plays.

Texts:

Goodman, *Drama On Stage* (1961), $5.95
Whiting, *An Introduction to the Theatre*, Rev. Ed. (1961), rent, 3 months for $1.25

c155. PLAYWRITING. Credit, 3 semester hrs.
Professor Patterson *25 assignments.*

A practical course in the writing of the stage play. A study of the principles of dramatic construction based on consideration of the sources of dramatic literature. Requirements include the writing of a short play based on a scenario or story from a selected group, and the writing of an original one-act play (or a portion of a full-length play corresponding in length, accompanied by a scenario of the entire work). Both plays will be written under the

guidance of the instructor, with criticisms and suggestions from inception to final form.

Texts:

Cooper, *Preface to Drama* (1955), $5.50
Epps, *The Poetics of Aristotle* (1942), 75¢

SCHOOL OF EDUCATION

(The area of the subject is indicated in accordance with the State Department of Public Instruction of N. C.)

c41. (The School)
THE INTRODUCTION TO THE STUDY OF EDUCATION. — Credit, 3 semester hrs. *25 assignments.*
Professor Hennis.

A survey of education in the United States. Areas of study include organization and administration of education, history of education, problems and issues in education, and professional opportunities.

Texts:

DeYoung and Wynn, *American Education*, 5th Ed. (1964), $6.95
Hughes, *Education in America* (1965), $7.95
Latest Biennial Report of the Superintendent of Public Instruction of North Carolina, may be borrowed free of charge
Progress Report of Curriculum Study, Recommendations to Date, may be borrowed free of charge

c71. (The Pupil)
EDUCATIONAL PSYCHOLOGY. — Credit, 3 semester hrs. *25 assignments.*
Professor Harshman.
Designed to provide teachers and prospective teachers with those psychological skills and insights which are necessary to successfully guide the growing, learning, and adjustments of children. Considers such topics as: the nature of the learner; the nature of learning and factors which influence school learning; nature of individual differences; mental hygiene; and evaluation.

Texts:

McCollough and Van Atta, *Introduction to Descriptive Statistics and Correlation: A Program for Self-Instruction* (1965), $2.95
Morse and Wingo, *Psychology and Teaching* (1962), $8.50
Morse and Wingo, *Readings in Educational Psychology* (1962), $3.50
Tyler, *Tests and Measurements* (1963), $1.50

c93. SURVEY AND EVALUATION OF BOOKS AND RELATED MATERIALS FOR CHILDREN. — Credit, 3 semester hrs. *25 assignments.*
Mrs. Mouzon

This course is designed to acquaint students with the field of children's literature so that they may make use of its wide variety of materials in their work with children. The development of ability to know, select and present literature to children in the first through the eighth grades.

Texts:

Basic Book Collection for Elementary Grades, 7th Ed. (1960), $2.00
Johnson, Sickels, Sayers, *Anthology of Children's Literature*, 3rd Ed. (1959), $9.75
Eaton, *Reading With Children* (1940), rent, 75¢ for 2 months

c99. (The School)
THE SECONDARY SCHOOL — Credit, 3 semester hrs. *25 assignments.*
Professor Tarbet.

This course emphasizes the purposes and practices of the modern secondary school in providing for the education of the adolescent

boy or girl. This includes a study of the purposes and objectives, the curriculum, including co-curricular activities, the guidance services, and stresses issues and trends in secondary education.

Texts:

Douglass, *Secondary Education in the United States* (1964), $6.75
Bent and Kronenberg, *Principles of Secondary Education*, 4th Ed. (1961), rent, $1.50 for 3 months
Gall and Hicks, *Modern Secondary Education* (1964), rent, $1.25 for 3 months

c143. (The School)
SOCIAL AND EDUCATIONAL HISTORY OF THE UNITED STATES. Credit, 3 semester hrs. *24 assignments.*
Professor Phillips.

The purpose of this course is to present the evolution of the educational practices and institutions of the United States.
NOTE: *This course is accepted as the equivalent of History 170.*

Texts:

Edwards and Richey, *The School and the American Social Order*, 2nd Ed. (1963), $7.95
Gross and Chandler, *The History of American Education Through Readings* (1964), $5.50
Meyer, *An Educational History of the American People* (1957), $7.50

c155. (Teaching and Practicum)
THE TEACHING OF SCIENCE IN THE ELEMENTARY GRADES. Credit, 3 semester hrs. *25 assignments.*
Mr. Faris.

The informational content of science is studied in relation to science instruction in the elementary school. Purposes, methods, and materials for such instruction are surveyed. Stress is laid on making the best use of common things at hand, in demonstrating and experimenting.

Texts:

Blough, Schwartz, and Huggett, *Elementary-School Science and How to Teach It* (1958), $7.50
Publication #293, *Science for the Elementary School* (1953), rent, 25¢ for 3 months
Freeman, *et al.*, *Helping Children Understand Science* (1954), rent, 75¢ for 1 month

c156. (Teaching and Practicum)
ARITHMETIC IN THE ELEMENTARY SCHOOL. Credit, 3 semester hrs. *25 assignments.*
Mr. Ballew.

This course deals with the organization and selection of subject matter in arithmetic with modern methods of teaching the subject in the elementary school.

Text:

Heddens, *Today's Mathematics: A Guide to Concepts and Methods in Elementary School Mathematics* (1964), $5.25

c160. (The School)
CURRICULUM CONSTRUCTION. Credit, 3 semester hrs. *25 assignments.*
Mr. Farris.

The general principles and techniques of curriculum construction on both elementary and secondary school levels comprise the major part of the course. Special attention will be focused upon recent trends in curriculum revision and organization in modern schools.

Texts:

Gwynn, *Curriculum Principles and Social Trends*, 3rd Ed. (1960), $7.75
Lee and Lee, *The Child and His Curriculum* (1960), $6.50

c171. (The Pupil)
GROWTH AND DEVELOPMENT OF THE SCHOOL CHILD.
Professor Scott

Credit, 3 semester hrs.
24 assignments.

The study of human growth and development from conception to maturity, with emphasis on the school-age pupil. Particular attention is given to the physical, physiological, social, emotional, intellectual and moral aspects of growth and development. An attempt is made to relate these to behavior and motivation, particularly as they relate to formal education.

Texts:

Merry and Merry, *The First Two Decades of Life*, 2nd Ed. (1958), $6.75 (or rent, $1.50 for 3 months)
Students in secondary education should purchase:
Crow and Crow, *Adolescent Development and Adjustment* (1956), $6.95 (for other students, rent, $1.50 for 3 months)
Students in elementary education should purchase:
Hurlock, *Child Development*, 3rd Ed. (1956), $7.25 (for other students, rent, $1.50 for 3 months)

DEPARTMENT OF ENGLISH

c0. ENGLISH COMPOSITION.
Mrs. Flora.

Non-credit.
Fee, $35.00.
25 assignments.

English c0 is especially concerned with mastery of the sentence as a grammatical unit, with clarity of thought and mechanical correctness as specific objectives. Students may remove composition conditions by passing this course.

Texts:

Hodges, *Harbrace College Handbook*, 5th Ed. (1962), $4.25
Smith and Liedlich, *From Thought to Theme: A Rhetoric and Reader for College English* (1965), $3.45
Upon request: a college dictionary, $6.75

c1. ENGLISH COMPOSITION AND RHETORIC.
Mrs. Flora.

Credit, 3 semester hrs.
25 assignments.

This course has for its object the mastery of the sentence and the relation of sentence structure to paragraph structure.

Texts:

Kane and Peters, *Writing Prose: Techniques and Purposes* (1964), $3.95
Hodges, *Harbrace College Handbook*, 5th Ed. (1962), $4.25
Upon request: a college dictionary, $6.75

c2. ENGLISH COMPOSITION AND RHETORIC.
Mrs. Flora.

Credit, 3 semester hrs.
25 assignments.

The purpose of English c2 is to develop fluency and effectiveness in writing. The four basic kinds of discourse and elementary matters of style will be studied. The emphasis of the course is upon the writing of themes although readings from the text will be analyzed.

Texts:

Altick, *Preface to Critical Reading*, 4th Ed. (1962), $4.25
Hodges, *Harbrace College Handbook*, 5th Ed. (1962), $4.25
Lettis, McDonnell, and Morris, eds., *Stephen Crane's The Red Badge of Courage, Text and Criticism* (1960), $1.95
Upon request: a college dictionary, $6.75

c21. ENGLISH LITERATURE. Credit, 3 semester hrs.
Professor Barnes. *25 assignments.*
Sophomore elective.

This course is an introduction to English literature through the study of representative works of Chaucer, Shakespeare, and Milton.

Texts:

Dunn, *A Chaucer Reader* (1952), $2.50
Craig, *An Introduction to Shakespeare* (1952), $3.50
Hanford, *The Poems of John Milton*, 2nd Ed. (1953), $4.75
Thrall, Hibbard, and Holman, *A Handbook to Literature* (1960), $3.75

c22. ENGLISH LITERATURE. Credit, 3 semester hrs.
Mrs. King. *25 assignments.*
Sophomore elective.

A survey of English literary masterpieces of the 18th and 19th centuries from Swift through Arnold.

Texts:

Baugh and McClelland, *English Literature: A Period Anthology* (1954), $7.50
Shelley, *Frankenstein*, 95¢
Dickens, *Great Expectations*, 95¢
Defoe, *Robinson Crusoe*, $1.45
Smollett, *Humphry Clinker*, $1.95 (paperback, $1.25)

c32. BUSINESS ENGLISH. Credit, 3 semester hrs.
Mr. Highsmith. *25 assignments.*

A course in the vocabulary, forms and literature of the business profession with special attention to letters of application and inquiry; routine, collection, adjustment and sales letters, business reports, and technical articles. Specimen letters are studied and criticized and actual business problems solved through written work.

Texts:

Menning and Wilkinson, *Communicating Through Letters and Reports* (1963), $8.25
Lesikar, *Report Writing for Business* (1965), $7.50

c32a. BUSINESS ENGLISH. Credit, 2 semester hrs.
Mr. Highsmith. *17 assignments.*

This course is similar to English c32. Students should not take both courses.

Texts:

Menning and Wilkinson, *Communicating Through Letters and Reports* (1963), $8.25

c34. CREATIVE WRITING: AN ANALYSIS OF FICTION. Credit, 3 semester hrs.
Professor Wright. *25 assignments.*

A composition course designed primarily to offer students an opportunity for short story analysis and the writing of four stories. The work of various well-known authors will be studied. There is also study in the field of general literary principles.

Texts:

West and Stallman, *The Art of Modern Fiction* (1949), $4.25 (used)
Epps, translator, *The Poetics of Aristotle* (1942), 75¢
Critical analysis fee, $5.00

NOTE: *Applicants for English c34 and English c35 who are not working for degree credit should send to the Bureau, for the instructor's consideration, a sample manuscript of their work and a fee of*

$1.00. They will be advised to enroll for English c34 or English c35 on the basis of the manuscript.

c35. CREATIVE WRITING: THE SHORT STORY (Advanced). Credit, 3 semester hrs. *25 assignments.*
Prerequisite, English c34, or the equivalent.
Mr. Eaton.

The major aim of this course is to discover and develop the creative writing abilities of students in the planning and preparing of short stories. There are no set assignments but students accomplish the equivalent of three semester hours' work by writing five or six stories.

No text

c36. ENGLISH GRAMMAR. Credit, 3 semester hrs. *25 assignments.*
Professor Donovan.

A study of modern English grammar with special attention to such current problems as the confusion of grammatical terminology, attacks on traditional rules, conflict between prescriptive and descriptive grammar. The course is designed especially for prospective English teachers, but others may take it.

Texts:

Sledd, *A Short Introduction to English Grammar* (1959), $5.00
Upon request: Baugh, *A History of the English Language*, rent, $1.25 for 3 months

c43. THE ENGLISH NOVEL. Credit, 3 semester hrs. *25 assignments.*
Professor Barnes.

This is a course in the development of the English novel, particularly in the eighteenth and nineteenth centuries. Special attention is given to the works of Jane Austen, Scott, Dickens, Thackeray, and George Eliot.

Texts:

Wagenknecht, *Cavalcade of the English Novel* (1954), $6.95
Fielding, *Tom Jones*, 2 vols. $1.95 each (paperback, $1.25)
Smollett, *Humphry Clinker*, $1.95 (paperback, $1.25)
Austen, *Pride and Prejudice*, $2.95 (paperback, 45¢)
Scott, *The Heart of Midlothian*, $1.95 (paperback, $1.50)
Thackeray, *Vanity Fair*, $1.95 (paperback, 90¢)
Eliot, *Adam Bede*, $1.95 (paperback, 60¢)
Dickens, *Little Dorrit*, $1.95

c58. SHAKESPEARE. Credit, 3 semester hrs. *25 assignments.*
Mr. Lucht.

A study of Shakespeare's plays. About twenty representative comedies, tragedies and histories will be studied. Recorded plays are available on a rental basis.

Texts:

Neilson and Hill, *The Complete Plays and Poems of William Shakespeare*, New Cambridge Ed. (1942), $10.00
Neilson and Thorndike, *The Facts About Shakespeare*, Rev. Ed. (1941), $1.95 (or rent, $1.00 for 3 months)
Upon request only: Picture cards, set, rent, 10¢ a month
Records, 33 1/3 r.p.m., *Hamlet*, with John Gielgud, rent, $4.00 for 1 month

c72. ENGLISH LITERATURE, 1780-1830. Credit, 3 semester hrs. *25 assignments.*
Mrs. Wenzel.

A course in the literature of the English Romantic Period, the purpose of which is to acquaint the student with the best thought

and feeling of the time. Special attention is given to the greater poets: Coleridge, Wordsworth, Scott, Byron, Shelley, and Keats.

Texts:

Woods, *English Poetry and Prose of the Romantic Movement*, Rev. Ed. (1950), $11.00
Bernbaum, *Guide Through the Romantic Movement*, Vol. I, 2nd Ed. (1949), rent, $1.00 for 3 months

c81. AMERICAN LITERATURE. Credit, 3 semester hrs.
Professor Adams. *25 assignments.*

This course concerns a study of the Colonial and Revolutionary periods and of the early 19th century through Poe, Hawthorne and Melville.

Texts:

Foerster, *American Poetry and Prose*, Part I, 3rd Ed. (1947), $4.12 (used)
Hawthorne, *The Scarlet Letter*, 75¢
Irving, *The Sketch Book*, 60¢

DEPARTMENT OF GEOGRAPHY

c38. INTRODUCTION TO GEOGRAPHY. Credit, 3 semester hrs.
Professor Basile, or Assistant. *25 assignments.*

This course surveys the field of geography in a broad manner, emphasizing the elements of physical environment particularly as they relate to man, his distribution, and his economic development over the face of the earth. For those who will not take any more formal geography, the course gives the student a well-rounded knowledge of the fundamentals of the discipline, and it also serves as a firm base for those who plan to continue their geographic studies.

NOTE: *UNC students, upon completion of this course, may not take only laboratory work to convert this course to the residence course for purposes of: (1) receiving 4 credits instead of 3, or (2) meeting part of the University graduation requirement regarding laboratory science. Students completing satisfactorily either the correspondence course or the residence course may not take the other course for credit.*

Texts:

Kendall, Glendinning, and MacFadden, *Introduction to Geography*, 3rd Ed. (1962), $9.50
Goode, *World Atlas*, 11th Ed. (1960), rent, $1.50 for 3 months

c157. GEOGRAPHY OF NORTH AMERICA. Credit, 3 semester hrs.
Professor Basile, or Assistant. *25 assignments.*

This course comprises a regional study of North America with emphasis on the portion occupied by English-speaking peoples. A brief introduction to the continent as a whole, with emphasis on climate, terrain, and natural resources as fundamental bases of the present geographic pattern, is followed by a study of each of the several regions in light of its own geographic conditions and its place in the whole geographic pattern. A detailed study of Southeastern United States climaxes the course.

Texts:

White, Foscue, and McKnight, *Regional Geography of Anglo-America*, 3rd Ed. (1964), $9.25
Physiographic Diagram of the United States, 40¢
Raisz, Landforms of the United States (map), 45¢
Set of maps, 40¢
Upon request only: *Hammond's Comparative World Atlas*, Desk Ed. (1964), 75¢

REGISTRATION BLANK FOR CORRESPONDENCE COURSES

Bureau of Correspondence Instruction

University of North Carolina
Chapel Hill, N. C. 27514

DO NOT WRITE IN THIS SPACE

Course .....
Credit .....
Date .....
No. Assign. .....
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Registration No. .....
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   .....
   City County State Zip Code
3. Permanent Address .....
4. Birth Date ..... Birthplace .....
   Race ..... Occupation .....
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   Place Dates Diploma
   College .....
   Institution Dates Degree
   Graduate School .....
   Institution Dates Degree
6. If you have ever registered in any division of the University here, underline which division and give dates.
   Residence Term ..... Correspondence .....
   Extension Class ..... Summer School .....
7. Kind of credit desired (mark X):
   a. Undergraduate degree credit At what institution? .....
   ..... Toward what degree? .....
   Have you secured the approval of the authorities to take this course?
   b. Teacher Certification Credit .....
   c. No Credit .....
8. If teaching, give KIND of certificate held ..... Class..... No.....
9. Course desired .....
   Subject Number Title
10. Do you wish to secure the books from us? .....
11. I am enclosing: $ ..... Course fee (see page 9).
    ..... Books. (If mailing address is in N. C., include 3% tax for texts.)
    (Can be sent C.O.D. on request.)
    $ ..... TOTAL

I hereby certify that I have read the regulations governing correspondence study set forth in the Correspondence Instruction Catalogue and I agree to observe these regulations. (See especially pages 7 and 8.)

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Signature of Applicant **Date**

NOTE SOME IMPORTANT INFORMATION:

Correspondence courses are not offered for graduate credit.

Students enrolled in regular classes may not take correspondence courses without special permission.

Assignments should be submitted one at a time in regular order.

Not more than four assignments will be accepted in any seven-day period.

All assignments must be completed before the examination can be sent to the supervisor.

The final examination should be taken no later than one month after all assignments have been graded; it must be taken at least two weeks prior to the date credit is needed.

For credit to be allowed, the final examination must be passed.

Examinations are to be supervised at a standard college or university.

No refunds of fees are available after two months from the date of enrollment.

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DEPARTMENT OF GEOLOGY

c11. PHYSICAL GEOLOGY. Credit, 4 semester hrs.
Staff. *30 assignments.*
Sophomore, junior, senior elective.

Nature and origin of minerals and rocks, volcanoes, earthquakes, interior of the earth, mountains, soil, subsurface water, coastal features, landscape, and the geologic work of glaciers, streams, and wind. Laboratory materials will be furnished by the Bureau of Correspondence Instruction.

Texts:

Croneis and Krumbein, *Down to Earth,* Text Ed. (1936), $2.95 (paperback)
Monnett and Brown, *The Principles of Physical Geology* (1950), $7.50
10 sheets of graph paper, 10¢
Lab fee, $5.00

c42. HISTORICAL GEOLOGY. Credit, 4 semester hrs.
Staff. *30 assignments.*
Sophomore, junior, senior elective.
Prerequisite, Geology c11.

A broad study of the geological history of the earth and its inhabitants, as revealed chiefly in earth records. A scientific and cultural course. Laboratory materials will be furnished by the Bureau of Correspondence Instruction.

Texts:

Moore, *Introduction to Historical Geology* (1949), $7.25
Croneis and Krumbein, *Down to Earth,* Text Ed. (1936), $2.95
Physiographic Diagram of the United States, 40¢
Geological Map of the United States, 50¢
Lab fee, $5.00

DEPARTMENT OF GERMANIC LANGUAGES

NOTE: *The German Department will accept no more than six semester hours' credit of German by correspondence for fulfilling the language requirement. However, all work taken by correspondence beyond the language requirement will be acceptable for credit by the Department.*

c1. ELEMENTARY GERMAN. Credit, 3 semester hrs.
Professor Reichert, staff. *25 assignments.*

A basic course which seeks to develop reading skill by teaching both the principles of grammar and oral reading fluency (pronunciation and intonation).

The use of the tapes or recordings of the reading material is required.

Texts:

Schinnerer, *Beginning German,* Rev. Ed. (1956), $4.50
Meyer, *Auf dem Dorfe* (1964), $1.10
Either records (33-1/3 r.p.m.), $7.50
OR tapes: 3-3/4 inches per second, $5.50 double track or $7.50 single track
7-1/2 inches per second, $7.50 double track or $9.50 single track
Specify speed and single or double track.

c2. ELEMENTARY GERMAN. Credit, 3 semester hrs.
Professor Reichert, staff. *25 assignments.*
Prerequisite, German 1 or the equivalent.

This is a secondary course in which reading skill is further developed and the principles of grammar briefly reviewed. From

the first readings in simplified German the student is gradually led to the superb style of the Austrian writer, Arthur Schnitzler. The use of records or tapes is required.

Texts:

Schinnerer, *Continuing German* (1936), $4.25
Meyer, *In der Stadt* (1964), $1.10
Schnitzler, *Der Blinde Geronims und Sein Bruder* (1959), $1.20
Goedsche and Glaettli, *Sutter*, Book I (1955), 90¢ (optional)
Goedsche and Glaetti, *Steuben*, Book II (1955), 90¢ (optional)
Either records (33-1/3 r.p.m.), $7.50
OR tapes: 3-3/4 inches per second, $5.50 double track or $7.50 single track
7-1/2 inches per second, $7.50 double track or $9.50 single track
Specify speed and single or double track.

c3-c4. INTERMEDIATE GERMAN. Credit, 3 semester hrs. each.
Professor Reichert, staff. *25 assignments.*
Prerequisite, German 1-2 or the equivalent.

These courses are designed to develop speed and accuracy in reading German, and to acquaint the student with some of Germany's outstanding prose writers. German c3 entails in addition to the reading a thorough grammar review. German c4 includes works by Eichendorff, Hesse, and Mann, and introduces an easier work by Kästner for sight reading.

Texts:

German c3
Roseler, *German in Review*, 3rd Ed. (1961), $3.80
Hesse, *Knulp*, (1932), $2.25
Fleissner, *Deutsches Literatur Lesebuch*, 3rd Ed. (1959), $3.20
German c4
Eichendorff, ed. Osthaus, *Aus dem Leben eines Taugenichts* (1892), $2.75
Mann, ed. Kelly, *Tonio Kroger* (1959), $1.65
Hesse, ed. Peebles, *Drei Erzuhiungen* (1950), $2.00 (or rent, $1.00 for 3 months)
Kastner, *Emil und die Detektive*, Rev. Ed. (1945), $2.60

c21. GERMAN LITERATURE. Credit, 3 semester hrs.
Professor Reichert, staff. *25 assignments.*
Prerequisite, German 1-2-3-4 or equivalent.

German c21 is an introductory course in modern German literature (1870-1950), which serves both to further reading aptitude and to acquaint the student with eminent authors of this period.

Texts:

Feise and Steinhauer, *German Literature Since Goethe, Part Two: An Age of Crisis, 1870-1950* (1958), $5.25
Feise and Steinhauer, *General Vocabulary to German Literature Since Goethe*, 60¢

c22. GERMAN LITERATURE. Credit, 3 semester hrs.
Professor Reichert. *25 assignments.*
Prerequisite, German 1-2-3-4 or equivalent.

German c22 covers the period from 1770-1870, emphasizing the German classical writers including Goethe, Schiller, Kleist, and Grillparzer.

Texts:

Grabert and Mulot, *Geschichte Der Deutschen Literatur*, $3.00
Grillparzer, ed. Meyer, *Der Traum, ein Leben* (1902), 52¢
Lohan, *The Golden Age of German Literature*, 2nd Rev. Ed. (1945), $3.75

c24. SCIENTIFIC GERMAN. Credit, 3 semester hrs.
Professor Reichert, staff. *25 assignments.*
Prerequisite, German 1-2-3-4 or equivalent.

The aim of this course is to develop skill in reading German in the special field in which the student is interested. These fields are (1) chemistry, (2) medicine, biology, zoology, and (3) physics, mathematics. When enrolling, the student *should indicate in which field he wishes to study.* Graduates will also find the course valuable as it will aid them in preparing for the language examinations required for an advanced degree. The course is open to those who have completed the equivalent of four courses in German and have a basic knowledge of German vocabulary and grammar. It is so designed as to enable persons who have not studied German recently to refresh their knowledge of basic principles of grammar.

Texts:

Wild, *An Introduction to Scientific German* (1937), $1.55 (used)
Required books for various fields:
Chemistry: Curts, *Einfuhrung in die Chemie* (1938), $3.50
Vail, *Scientific German* (1938), $2.50
Medicine, Biology and Zoology: Burkhard and Downs, *New Readings in Medical German* (1947), $4.75
Physics: Vail, *Scientific German,* (1938), $2.50
Von Baravalle, ed. Muller, *Physik* (1946), 80¢
Grammar (optional): DeVries, *Guide to Scientific German* (1953), $1.00

DEPARTMENT OF HISTORY

c1. MODERN CIVILIZATION. Credit, 3 semester hrs.
Professor Godfrey. *25 assignments.*

This is an historical study of the institutions of western civilization, designed to promote an understanding of the social, political, and economic aspects of the modern world.

Texts:

Brinton, Christopher, and Wolff, *Modern Civilization: A History of the Last Five Centuries* (1957), $9.75
Hofstadter, Miller, and Aaron, *The United States: The History of a Republic* (1957), rent, $1.75 for 3 months
Palmer, *A History of the Modern World* (1956), rent, $1.25 for 3 months

c2. MODERN CIVILIZATION. Credit, 3 semester hrs.
Professor Godfrey. *24 assignments.*

This is a continuation of Modern Civilization c1, to be taken only by those who have had that course or the equivalent.

Texts:

Brinton, Christopher and Wolff, *Modern Civilization: A History of the Last Five Centuries* (1957), $9.75
Ebenstein, *Today's Isms* (1961 or 1964), $3.50
Hofstadter, Miller, and Aaron, *The United States: The History of a Republic* (1957), rent, $1.75 for 3 months
Hunt, *Social Science* (1955), rent, $1.50 for 3 months
Brinton, *Ideas and Men: The Story of Western Thought* (1950), rent, 75¢ for 1 month

c30. RUSSIA FROM EARLIEST TIMES TO THE EMANCIPATION OF THE SERFS, 862-1861. — Credit, 3 semester hrs. *24 assignments.*
Mr. Lavery.
Sophomore, junior, senior elective.

Consideration will be given to the political, economic, religious, and cultural trends which underlie the development of the Russian state and society and their positions in the modern world.

Texts:

Riasanovsky, *History of Russia* (1963), $8.00
Riha, ed., *Readings in Russian Civilization* (1964):
Vol. I, "Russia Before Peter the Great, 900 to 1700," $3.75
Vol. II, "Imperial Russia, 1700 to 1917," $3.75
Harcave, *Readings in Russian History*, Vol. I (1962), $3.75

c41. ANCIENT HISTORY. — Credit, 3 semester hrs. *25 assignments.*
Mr. Nichols.
Sophomore, junior and senior elective.

A course dealing with the history of the Orient, Greece, and Rome to the time of Constantine. Particular attention will be paid to social and economic conditions, and cultural and religious developments.

Texts:

Caldwell, *The Ancient World*, Rev. Ed. (1949), $7.30
McDermott and Caldwell, *Readings in the History of the Ancient World* (1951), $3.95 or rent, $1.25 for 3 months
8 maps for course and 1 map for examination, 36¢

c42. MEDIEVAL HISTORY. — Credit, 3 semester hrs. *25 assignments.*
Mr. Nichols.
Sophomore, junior and senior elective.

This course deals with the history of Western European civilization during the Middle Ages (300-1500). Special emphasis is given to the economic-social and cultural developments during the late Roman Empire, the so-called "Dark Ages," the age of the Crusades and the Renaissance.

Texts:

Stephenson, *Mediaeval History: Europe from the Second to the Sixteenth Century*, 4th Ed. (1962), $8.75
Downs, *Basic Documents in Medieval History* (1959), $1.45
Maps, 20¢

c44, c45. ENGLISH HISTORY. — Credit, 3 semester hrs. each. *25 assignments.*
Professor Godfrey.
Sophomore, junior, senior elective.

History c44 is a survey of English history from the earliest times to 1714, while History c45 covers the period from then until 1954.

Texts:

History c44
Smith, *A History of England*, 2nd Ed. (1957), $7.50
History c45
Smith, *A History of England*, 2nd Ed. (1957), $7.50
Trevelyan, *History of England*, Vol. III (1954), 95¢

c46. LATIN AMERICAN HISTORY: COLONIAL AND REVOLUTIONARY PERIODS. — Credit, 3 semester hrs. *24 assignments.*
Professor Bierck.
Sophomore, junior, senior elective.

History c46 surveys the development of Latin America from its pre-Columbian Indian civilizations to the establishment of inde-

pendent governments in most of the region during the first quarter of the nineteenth century. As well as the political institutions and organization, the economic, social, and cultural progress is studied.

Texts:

Fagg, *Latin America: A General History* (1963), $9.75
Bannon, ed., *The Spanish Conquistadores, Men or Devils?* (1960), $1.25
Pike, ed., *The Conflict Between Church and State in Latin America* (1964), $2.50
Whitaker, ed., *Latin America and the Enlightenment* (1960), $1.75
Maps 40¢

c71, c72. AMERICAN HISTORY. Credit, 3 semester hrs. each.
Mr. Geer. *25 assignments each.*
Sophomore, junior, senior elective.

A general survey of the history of the United States. The first course begins with Columbus' discovery of America and goes to the end of the Civil War; the second begins at this point and ends in 1949.

Texts:

Barck, Wakefield and Lefler, *The United States: A Survey of National Development* (1952), $8.50

c143. AMERICAN DIPLOMATIC HISTORY. Credit, 3 semester hrs.
Mr. Earnhardt. *25 assignments.*
Junior-senior elective.
Prerequisite, American History.

This course is a chronological treatment of American foreign relations from 1763 to 1953. It discusses important characters and events in our diplomatic history and traces the origin and development of basic trends in our foreign policy.

Text:

Bailey, *A Diplomatic History of the American People*, 7th Ed. (1964), $7.95

c161. NORTH CAROLINA, 1584-1835. Credit, 3 semester hrs.
Professor Lefler. *25 assignments.*
Junior-senior elective.

A survey of the political, social, economic and cultural development of North Carolina from the first settlement until 1835.

Texts:

Lefler and Newsome, *North Carolina: The History of a Southern State* (1963), $5.90
Lefler, *North Carolina History Told By Contemporaries*, 4th Ed. (1965), $7.50

c162. NORTH CAROLINA, 1835-1963. Credit, 3 semester hrs.
Professor Lefler. *25 assignments.*
Junior-senior elective.

A survey of political, economic, social and cultural development in North Carolina since 1835.

Texts:

Same texts as for History c161

c170. SOCIAL AND EDUCATIONAL HISTORY OF THE UNITED STATES.

For full information, see description of Education c143 under Department of Education.

c1. ELEMENTARY LATIN. Credit, 3 semester hrs.
Mr. Graves. *24 assignments.*

This course is concerned with introducing the student to the principles of Latin necessary for the translation of Latin into English. A pronunciation record is required.

Texts:

Ullman, Henderson, and Henry, *Latin for Americans, First Book* (1962), $4.60
Recording, $2.50

c2. ELEMENTARY LATIN. Credit, 3 semester hrs.
Mr. Graves. *24 assignments.*

This course is designed primarily to develop the ability to read and translate Latin prose. Two books of Caesar's *Gallic Wars* will be read.

Texts:

Ullman, Henderson and Henry, *Latin for Americans, Second Book* (1962), $4.96

c3. INTERMEDIATE LATIN. Credit, 3 semester hrs.
Mr. Graves. *25 assignments.*
Prerequisites, two years of high school Latin, or one year of elementary college Latin.

This course is concerned with the translating of Cicero's *De Senectute*, with work in vocabulary, and with a review of the principles of grammar.

Texts:

Cicero, ed. Shuckburgh, *De Senectute* (1960), $1.75
Bennett, *New Latin Grammar* (1963), $3.25
Lewis, *Elementary Latin Dictionary* (1918), $9.50 (sent only on request)

c4. INTERMEDIATE LATIN. Credit, 3 semester hrs.
Mr. Graves. *24 assignments.*

The *Aeneid* of Virgil, with a study of background materials, translation from the original and an analysis as a work of art of this great ancient epic.

Texts:

Bennett, *New Latin Grammar* (1963), $3.25
Bennett, *Virgil's Aeneid, Books I-VI* (1961), $5.25
Humphries, *The Aeneid of Virgil: A Verse Translation* (1951), $1.65

c8. LATIN COMPOSITION. Credit, 3 semester hrs.
Mr. Graves *25 assignments.*
Prerequisites, four years of high school Latin, or two year of college Latin.

This course will begin with translation into Latin of detached sentences illustrating the general principles of syntax and word order; the second half of the course will deal with continuous narrative and with questions of diction and style.

Texts:

Barss, *Writing Latin, Book II* (1903), $2.00

c21. SELECTIONS FROM LATIN PROSE. Credit, 3 semester hrs.
Mr. Graves. *25 assignments.*
Prerequisites, four years of high school Latin, or two years of college Latin.

The course consists of a review of Latin grammar and a study of Cicero's *De Amicitia.*

Texts:

Cicero, ed. Shuckburgh, *Laelius (De Amicitia)* (1961), $1.25
Allen and Greenough, *New Latin Grammar* (1931), $5.25
Junior Classic Latin-English Dictionary (1961), $2.50 (sent only on request)

c22. LATIN POETRY. Credit, 3 semester hrs.
Mr. Graves. *25 assignments.*
Prerequisites, four years of high school Latin, or two years of college Latin.

The course comprises the reading of the *Phormio* of Terence and selected odes of Horace. Emphasis is put on content and literary form.

Texts:

Ashmore, ed., *The Comedies of Terence* (1962), $4.50
Smith, ed., *The Odes and Epodes of Horace,* 2nd Ed. (1952), $3.95
Latin Grammar, preferably Bennett's *New Latin Grammar* (1963), $3.25
Dictionary, preferably Lewis's *Elementary Latin Dictionary* (1918), $9.50 (sent only on request)

DEPARTMENT OF MATHEMATICS

cnA. PLANE GEOMETRY. Non-Credit.
Miss Bues. Fee, $35.00.
27 assignments.

A course designed to enable the student to acquire a thorough knowledge of the facts of plane geometry needed for continued work in mathematics and allied subjects. This course will be accepted by the University to remove a deficiency in plane geometry for admission. The material covered in this course, if taken in high school, would require one full school year, being equivalent to one unit.

Texts:

Schorling, Clark, Smith, *Modern-School Geometry* (1948 or 1954), $3.80
Sent only on request: Geometric compass, 20¢
Ruler scale protractor, 5¢

cnR. INTERMEDIATE ALGEBRA. Non-Credit.
Mr. Chapman. Fee, $35.00.
26 assignments.

This course is intended to be a reasonable substitute for a second-year course in high school algebra. Prerequisite is a knowledge and understanding of the topics usually covered in a first-year high school course in elementary algebra. The course is primarily a college preparatory course rather than a terminal course in "practical mathematics" and, as such, should be an excellent review for the entering college student whose high school mathematics needs strengthening by additional work.

Text:

Underwood, Nelson, and Selby, *Intermediate Algebra* (1947), used, $3.00

c7. COLLEGE ALGEBRA. Credit, 3 semester hrs.
Miss Bues. *25 assignments.*

This course treats the fundamental operations of algebra and emphasizes the solution of linear and quadratic equations.

Text:

Cameron and Browne, *College Algebra,* Rev. Ed. (1956), $5.50

c8. PLANE TRIGONOMETRY. Credit, 3 semester hrs.
Mr. Chapman. *25 assignments.*

This course concerns itself with the definitions of the trigonometric functions, their relations to each other, and the application of these functions and log tables to the solutions of plane triangles.

Texts:

Palmer, Leigh and Kimball, *Plane and Spherical Trigonometry,* 5th Ed. (1950), with tables, $5.50
Protractor, 5¢

c13. SPHERICAL TRIGONOMETRY. Credit, 2 semester hrs.
Mr. Chapman. *18 assignments.*

This course is designed especially for those who are interested in nautical and aerial navigation. It concerns a study of the mathematics relations existing among the sides and the angles of a triangle on the surface of a sphere.

Text:

Kells, Kern and Bland, *Spherical Trigonometry with Naval and Military Applications* (1942), used, $2.00

NOTE: *Math. c31-c32-c33 in total are equivalent to the resident sequence bearing the same numbers, but separately are not their equivalents. The entire sequence must be taken either by correspondence or on campus.*

c31. ANALYTIC GEOMETRY. Credit, 3 semester hrs.
Professor Hoyle. *25 assignments.*
Prerequisites, Math c7 and c8.

This course includes the standard treatment of lines, conic sections, transformation of coordinate systems by translation and rotation, polar coordinates, parametric equations, lines and planes in solid analytic geometry.

Texts:

Sisam and Atchison, *Analytic Geometry,* 3rd Ed. (1955), $5.25
Hill and Linker, *Brief Course in Analytics* (1951), used, $1.75 (sent only on request)
10 sheets of Polar Co-ordinate Paper, 30¢

c32. DIFFERENTIAL CALCULUS. Credit, 3 semester hrs.
Professor Hoyle. *25 assignments.*
Prerequisite, Math c31.

This course is devoted primarily to a study of the derivative and its applications in elementary differential geometry, physics, and the theory of maxima and minima. In the latter part of the course an introduction to the theory of infinite series is followed by a study of Taylor's series.

Text:

Granville, Smith, Longley, *Elements of the Differential and Integral Calculus,* New Rev. Ed. (1957), $8.00

c33. INTEGRAL CALCULUS. Credit, 3 semester hrs.
Professor Hoyle. *25 assignments.*
Prerequisite, Math c32.

A first course in integral calculus.

Text:

Same text as for Mathematics c32

DEPARTMENT OF MUSIC

c4. FUNDAMENTALS OF MUSIC. Credit, 2 semester hrs.
Mr. Steelman. *15 assignments.*

A study of the rudiments of music; scales, intervals, and elementary harmonic material with practice in melody writing. The student must have access to a piano. Dictation exercises are required.

Texts:

Wedge, *Ear-Training and Sight-Singing* (1949), $3.50
Smith and Krone, *Fundamentals of Musicianship*, Book I (1934), rent, 75¢ for 3 months

c14. HARMONY. Credit, 3 semester hrs.
Mr. Steelman. *25 assignments.*
Prerequisite, Music 4 or equivalent.

Music c14 deals with the major and minor scales, their primary triads in root positions as well as in inversions, accented and unaccented passing notes, auxiliary notes, six-four and dominant seventh chords, diminished and augmented triads.

Texts:

Kitson, *Elementary Harmony*, Part I (1961), $2.55
Staff paper, 25¢

c15. HARMONY. Credit, 3 semester hrs.
Mr. Steelman. *25 assignments.*
Prerequisite, Music 14 or equivalent.

Music c15 deals with the secondary or diatonic chords of the seventh and their particular uses. Changing notes, anticipations, and chromatic passing notes are added to the vocabulary, and elementary modulation is brought in to enrich the scope of melodic expression. Suspensions with their rich dissonances add to the general interest.

Texts:

Kitson, *Elementary Harmony*, Part I (1961), $2.55
Kitson, *Elementary Harmony*, Part II (1961), $2.05
Staff paper, 25¢

c47. HISTORY OF MUSIC. Credit, 3 semester hrs.
Mr. Nelson. *24 assignments.*

A survey of music from antiquity to the development of opera and related forms in Italy and their spread to other countries in the seventeenth and early eighteenth centuries. This early history concerns primarily vocal music in various forms.

Texts:

Grout, *A History of Western Music* (1960), $7.25
Sachs, *Our Musical Heritage*, 2nd Ed. (1955), rent, $1.00 for 3 months
Parrish and Ohl, *Masterpieces of Music Before 1750* (book and 3 records), (1951), and *2000 Years of Music* (2 records), to be returned, $10.00

c48. HISTORY OF MUSIC. Credit, 3 semester hrs.
Mr. Nelson. *24 assignments.*

This course commences with the emergence of independent instrumental music and its apogee in Bach and Handel; continues with the developments leading to the Classic styles of the later eighteenth and early nineteenth centuries, the music of the Romantic Era as well as symphonic and solo literature of the nineteenth century; and concludes with the various trends and directions music has taken in the twentieth century.

Texts:

Grout, *A History of Western Music* (1960), $7.25
Sachs, *Our Musical Heritage*, 2nd Ed. (1955), rent, $1.00 for 3 months
Required recordings, to be returned, $10.00

DEPARTMENT OF PHILOSOPHY

c21. INTRODUCTORY LOGIC. Credit, 3 semester hrs.
Mr. Guerry. *25 assignments.*

A study of the fundamental principles of logic; consideration of linguistic obstacles to clear and straight thinking; standards of valid reasoning; methods of confirming statements.

Texts:

Copi, *Symbolic Logic*, 2nd Ed. (1965), $6.95

DEPARTMENT OF POLITICAL SCIENCE

cn1. CITIZENSHIP. Non-Credit.
Professor Wager. Fee, $8.00.
21 assignments.

This course in citizenship is offered in cooperation with the United States Immigration and Naturalization Service to persons in the state who wish to become citizens of the United States. It is designed especially for those who cannot attend citizenship classes. Several sections of the course are available, the number of assignments for each varying.

c41. THE GOVERNMENT OF THE UNITED STATES. Credit, 3 semester hrs.
25 assignments.
Mr. Vance.

A general course dealing with the national government of the United States. Attention will be directed to the forces influencing the structure and operation of the national government in making and implementing policy and to the role of government in American society.

Texts:

Irish and Prothro, *The Politics of American Democracy*, 3rd Ed. (1965), $7.95
Scott and Wallace, *Politics USA: Cases on the American Democratic Process*, 2nd Ed. (1965), $3.95

c51. STATE GOVERNMENT IN THE UNITED STATES. Credit, 3 semester hrs.
25 assignments.
Professor Monroe.

A study of the principles, organization, and administrative methods and functions of the state governments.

Texts:

Frost, *Cases in State and Local Government* (1961), $4.75
Maddox and Fuquay, *State and Local Governments* (1962), $7.75
Morlan, *Capitol, Courthouse, and City Hall*, 2nd Ed. (1960), $3.95

DEPARTMENT OF PSYCHOLOGY

c26. GENERAL PSYCHOLOGY. Credit, 4 semester hrs. including one lab. hr.
Mr. Wells. *25 lecture and 8 laboratory assignments.*
Sophomore, junior, senior elective.

The aim of this course is to present some of the essential phenomena and basic controversies in psychology. The material covered centers around the topics of brain function, developmental processes, motivation and emotion, learning, personality, mental health and social behavior, with emphasis on the scientific study of these areas.

Texts:

Hilgard, *Introduction to Psychology*, 3rd Ed. (1962), $8.50
Teevan and Jandron, *Student Guide with Programmed Units: For Hilgard's Introduction to Psychology*, 3rd Ed. (1962), $3.00
Scientific American Reprints, $3.00

DEPARTMENT OF RELIGION

c28. THE ORIGIN AND SIGNIFICANCE OF THE BIBLE. Credit, 3 semester hrs.
Professor Hill. *25 assignments.*

This course is an introduction to the literature of the Bible, with special consideration of the impact of the Hebrew-Christian faith upon modern man as he seeks a religious orientation in the contemporary situation.

Texts:

The Holy Bible, Revised Standard Version, $6.50
Smith, *Know Your Bible Series* (Studies 1, 2, 6, 8, 11, 12), $1.90

RUSSIAN

c1. ELEMENTARY RUSSIAN. Credit, 3 semester hrs.
Professor Mihailovich. *25 assignments.*

Introductory course designed to lay foundation of grammar and to convey basic reading and pronunciation skills. The use of tape recordings or records is required.

Texts:

Fayer, Pressman and Pressman, *Simplified Russian Grammar* (1957), $4.75
Fayer, Pressman and Pressman, *Workbook for Simplified Russian Grammar* (1958), $2.60
Either records (33-1/3 r.p.m.), $7.50
OR tapes: 3-3/4 inches per second, $5.50 double track or $7.50 single track
7-1/2 inches per second, $7.50 double track or $9.50 single track
Specify speed and single or double track.

c2. ELEMENTARY RUSSIAN. Credit, 3 semester hrs.
Professor Mihailovich. *25 assignments.*

The course is designed to help the student build on the foundations laid in Russian c1 in the language, and progress further toward mastery of the fundamentals of Russian phonology and grammar. Tapes or recordings required.

Texts:

Same texts as for Russian c1.
Either records (33-1/3 r.p.m.), $7.50
OR tapes: 3-3/4 inches per second, $5.50 double track or $7.50 single track
7-1/2 inches per second, $7.50 double track or $9.50 single track
Specify speed and single or double track.

Sociology

c51. INTRODUCTION TO SOCIOLOGY. Credit, 3 semester hrs.
Mr. Longino. *24 assignments.*
Sophomore, junior, senior elective.

A general course dealing with the structure and function of contemporary societies and social relationships. A study is made of the way societies are formed, how they achieve their organization and unity, and the way they change.

Texts:

Chinoy, *Society: An Introduction to Sociology* (1961), $6.95
Selected Articles from The Bobbs-Merrill Reprint Series in the Social Sciences, rent, $1.25 for 3 months

c52. SOCIAL PROBLEMS. Credit, 3 semester hrs.
Professor Sessoms. *25 assignments.*

An introductory course with primary emphasis on both the positive and pathological features of society.

Texts:

Horton and Leslie, *The Sociology of Social Problems*, 3rd Ed. (1965), $6.50
McGee, *Social Disorganization in America* (1962), $1.95 (paperback)
The following may be secured from the Bureau if not available locally:
Supplementary texts:
Merton and Nisbet, *Contemporary Social Problems* (1961), rent, $1.50 for 3 months
Clinard, *Sociology of Deviant Behavior* (1963), rent, $1.50 for 3 months
Cuber, Harper, and Kenkel, *Problems of American Society*, 4th Ed. (1964), rent, $1.50 for 3 months

c62. MARRIAGE AND THE FAMILY. Credit, 3 semester hrs.
Mr. Hofley. *25 assignments.*
Sophomore, junior, senior elective.

This course will present social science materials dealing with marriage and family life. The aim is to allow the student to develop a greater understanding and appreciation of the American marriage and family system.

Texts:

Kephart, *Family, Society and the Individual* (1961), $7.95
Sussman, *Sourcebook in Marriage and the Family* (1963), $4.95
Becker and Hill, *Family, Marriage, and Parenthood* (1955), rent, $1.50 for 3 months
Le Masters, *Modern Courtship and Marriage* (1957), rent, $1.25 for 3 months

c125. THE NEGRO. Credit, 3 semester hrs.
Mr. Longino. *25 assignments.*
Junior and senior elective.

This course includes a study of the American Negro's historical and cultural background, aspects of Negro life and the problems of race relations.

Texts:

Frazier, *The Negro in the United States, Rev. Ed.* (1957), $8.50
Myrdal, *An American Dilemna* (1944 or 1962), rent, $2.25 for 3 months, or buy, $6.90
Upon request only: Simpson and Yinger, *Racial and Cultural Minorities* (1965), rent, $1.60 for 3 months

Anthropology

c41. GENERAL ANTHROPOLOGY. Credit, 3 semester hrs.
Mr. Peck. *24 assignments.*

A basic introduction to man as a species and as a producer of customs and culture. The evolution of mankind, physical anthropology, modern varieties and races, and human capabilities. The fundamental culture developments of human history with a general study of the functioning principles of culture. Study of selected culture areas.

Texts:

Benedict, *Patterns of Culture* (1960), 50¢
Honigmann, *The World of Man* (1959), $8.95
Childe, *What Happened in History* (1942), $1.25
Mead, *Coming of Age in Samoa* (1949), 60¢
Collier, *Indians of the Americas* (1947), 60¢
Ruesch, *Top of the World* (1949), 50¢
Singh, *Train to Pakistan*, 50¢

Recreation Administration

c73. COMMUNITY RECREATION. Credit, 3 semester hrs.
Professor Sessoms. *25 assignments.*

This course contains materials of study concerning the foundations of organized recreation—background and theories, principles and objectives; social and economic factors; public, private and commercial interest in recreation; the social institutions' and government's relation to recreation.

Texts:

Meyer and Brightbill, *Community Recreation*, 3rd Ed. (1963), $8.25
Doell and Fitzgerald, *A Brief History of Parks and Recreation in the United States* (1954), rent, 50¢ for 1 month
Meyer and Brightbill, *Recreation Administration* (1956), rent, 75¢ for 1 month

c176. PROGRAM PLANNING FOR COMMUNITY RECREATION. Credit, 3 semester hrs.
Professor Sessoms. *25 assignments.*

This course is designed to orient the student to the fields of recreation activities, principles and methods of program planning, time allocation for schedules, special activities and events, use of recreation areas and facilities, and the role of leadership in program operation. It is recommended that Recreation Administration c73 be taken before Recreation Administration c176 is begun.

Texts:

Athletic Institute, *The Recreation Program* (1954), $3.00
Meyer and Brightbill, *Community Recreation* (1948), rent, $1.25 for 3 months
Butler, *Introduction to Community Recreation*, 2nd Ed. (1949), rent, $1.50 for 3 months

SPANISH

NOTE: *The Department of Romance Languages will accept no more than six semester hours' credit of Spanish by correspondence for fulfilling the language requirement. However, all work taken by correspondence beyond the language requirement will be acceptable for credit by the Department.*

c3-c4. SPANISH COMPOSITION.
Professor Sharpe.
Prerequisites, either two years of high school or one year of college Spanish.

Credit, 3 semester hrs. each.
24 assignments each.

The object of these courses is to provide the student with an opportunity to acquire practice in reading and writing Spanish.

Texts:

Spanish c3
- Crawford, *Temas Españoles* (1963), $3.00
- Hills and Reinhardt, eds., *Fortuna and Zaragueta* (1963), $3.20

Spanish c4
- Adams, *Brief Spanish Review Grammar and Composition* (1957), $3.80
- Alarcón, *El Sombrero de Tres Picos* (1960), $3.40
- Casona, *Los Arboles Mueren de Pie* (1953), $3.80

c21-c22. SPANISH LITERATURE.
Professor Sharpe.
Prerequisites, Spanish 3-4 or 14-15 or the equivalent.

Credit, 3 semester hrs. each.
Spanish c21, 27 assignments.
Spanish c22, 24 assignments.

Spanish c21 is a general survey of Spanish literature from the beginning through the 16th and 17th centuries. There is the reading of masterpieces of the period including selections from Cervantes and Calderón. Spanish c22 gives a general survey of Spanish literature since the classical period, with special stress on the 20th century.

Texts:

Spanish c21
- Morley, ed., *Spanish Ballads* (1938), $2.75
- Adams, *The Heritage of Spain* (1959), $4.80
- Cervantes, ed. Ford, Selections from *Don Quijote* (1908), $1.95
- Northup, *An Introduction to Spanish Literature* (1960), rent, $1.50 for 3 months
- Calderón, ed. Geddes, *El Alcalde de Zalamea* (1918), rent, 50¢ for 3 months
- *Celestina*, rent, 50¢ for 1 month
- Howe, *The Life of Lazarillo de Tormes*, $1.25
- Simpson, *Poem of the Cid*, $1.25

Spanish c22
- Patt and Nozick, *The Generation of 1898 and After* (1963), $4.75
- Zorilla, ed. Adams, *Don Juan de Tenorio* (1957), $1.95
- Alarcón, *El Capitán Veneno* (1925), $1.80
- Adams, *The Heritage of Spain* (1959), $5.00

The General College Requirements

The following information is inserted so that correspondence students may select their courses in line with the requirements for credit at the University of North Carolina should they desire to do so. Those interested in a bachelor's degree should be guided by the University Catalogue. The University Catalogue should be consulted for information regarding grade averages and other requirements for graduation. The courses recommended in the first two years are designed to provide a general, well-rounded, liberal education. The amount of correspondence work accepted for degree credit is explained on page 5.

With a few exceptions and limitations, all General College students are required to complete in their freshman and sophomore years a program of twenty selected courses as well as physical education (4 semesters). The twenty courses are ordinarily distributed as follows: *three* courses in English (English 1*, 2*, 21*); *three* courses in the social sciences (Modern Civilization 1*, 2*, one other); *three* courses in one foreign language (or four courses if the language chosen is other than a high school foreign language presented to meet entrance requirements); *three* courses in natural (laboratory) sciences, including at least one biological science (botany, zoology, psychology*) and at least one physical science (the third course may be either, or it may be sophomore mathematics); *two* courses in freshman mathematics or in Greek or Latin or logic, or one course in mathematics and one in logic; *six* additional courses, which in some programs may be freely chosen by the student from a list of electives (see below), in other programs will include specified courses required for the particular degree.

GENERAL COLLEGE ELECTIVES

These are courses recommended by the departments for students choosing electives at the freshman-sophomore level. Well qualified students, however, are not limited to this list in choosing electives.

Underlined courses may not be taken for credit by students registered in the College of Art and Sciences.

DIVISION OF THE FINE ARTS

Art	31, 33*, 44, 45, 46
Dramatic Art	30*, 31, 51, 57
Music	14*, 15*, 41, 42, 43, 44, 45, 47*, 48*
Radio	45, 58

DIVISION OF THE HUMANITIES[1]

Art	31, 33*, 44, 45, 46
Classics:	Greek 1-2, 3, 4, 21, 22
	Latin 1*-2*, 3*, 4*, 21*, 22*, 51, 52, 53
	Classics 31, 32 (courses in English translation)
Dramatic Art	30*, 31, 51, 57
English	22*, 23, 25, 26
German	1*-2*, 3* 4*, 21*, 22*, 31, 32
History	30*, 31, 41*, 42*, 44*, 45*, 46*, 47, 48, 49, 71*, 72*
Journalism	53
Music	14*, 15*, 41, 42, 43, 44, 45, 47*, 48*
Philosophy	20, 21*, 22, 31, 41
Radio	45, 58
Religion	28*, 30, 32, 45
Romance Languages:	French 1-2, 3, 4, 14, 15, 21, 22, 40, 41, 50, 51, 52
	Italian 1-2, 3, 4, 14, 15, 50, 51
	Portuguese 1-2, 3, 4, 14, 15
	Spanish 1-2, 3*, 4*, 14, 15, 21*, 22*, 40, 41, 50, 51, 52
Russian	1*-2*, 3, 4, 21, 22, 31

1. The School of Business Administration recommends the following electives in the humanities for those who wish a substitute for language 21: Art 31, 33*; Classics 31, 32; English 22*, 23, 25, 26; Music 41, 42, 43; Philosophy 20, 21*, 22, 41; Religion 28*, 30, 32, 45.

* Offered by Correspondence Instruction.

DIVISION OF THE NATURAL SCIENCES

Astronomy	31, 32
Botany	11, 44
Chemistry	11, 12, 21, 43, 44, 51
Geography	38*
Geology	11*, 42*
Mathematics	31*, 32*, 33*, 41, 51, 62
Philosophy	20, 21*, 22, 31, 41
Physics	20, 24, 25, 26, 27
Psychology[2]	26*, 27, 28
Zoology	11, 41

DIVISION OF THE SOCIAL SCIENCES

Anthropology	41*, 42
Economics	31, 32
Education	41*
Geography	48
History	30*, 31, 41*, 42*, 44*, 45*, 46*, 47, 48, 49, 71*, 72*
Philosophy	20, 21*, 22, 31, 41
Physical Education	41 (men), 42 (women), 77
Political Science	41*, 42, 51*, 52, 56
Sociology	51*, 52*

2. Psychology 28 may not be counted to meet General College requirements in Laboratory Science.

* Offered by Correspondence Instruction.

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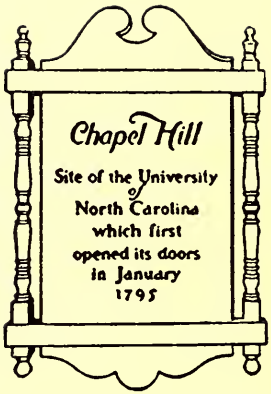

Chapel Hill
Site of the University
of
North Carolina
which first
opened its doors
in January
1795

Writers by Moonlight: IV

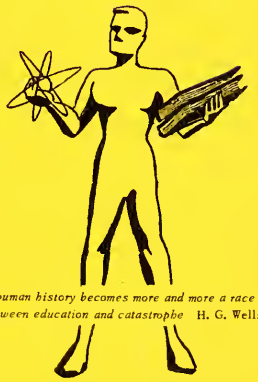
Edited by

Manly Wade Wellman

The Evening College

of

The University of North Carolina



'human history becomes more and more a race between education and catastrophe H. G. Wells

W R I T E R S B Y M O O N L I G H T : IV

Some Examples of Work by

Students of Creative Writing

in the Evening College

University of North Carolina

1966

Edited by Manly Wade Wellman

University of North Carolina Extension Bulletin

Volume XLV June, 1966 No. 2

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Extension Division

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The creative drive is a force in every human soul, but a hundred vectors would not be sufficient to illustrate the factors that influence its form, movement and direction during the life span. If the factors could be measured, I am sure that a vector depicting Manly Wade Wellman's course in Creative Writing would reflect a significant influence on the creative efforts of a small but growing number of Evening College students who have had the opportunity to participate in his classes. The following selections demonstrate the high calibre of creative work accomplished in his class this semester.

We have reserved all rights to publication for the protection of the writers. All of the selections remain the property of the respective authors.

Dwight C. Rhyne
Director, The Evening College
University of North Carolina

FOREWORD

Again the 1966 spring semester of the Evening College of the University of North Carolina has included a class in creative writing. Herewith are some examples of work written and rewritten as class assignments by students in the course, and I wish there were room for others.

The group numbered fourteen men and women, and their differences in age, background, education and personal interest were great. These examples, as all others written during the course, were read aloud, discussed, criticized and thoughtfully revised and polished. The oldest writer here represented is a man in his sixties; the youngest, a woman of twenty-two.

Any or all of these selections is, naturally, susceptible of further improvement; but this is how they came to class, and they seem good and interesting as they stand. It may be that the authors will go on from here, to successful careers in professional writing. Good luck to all of them.

Manly Wade Wellman, Instructor
May 21, 1966

ANDAU

Not so much a piece of standard fiction as a travel picture, this offers the American tourist, looking for wonders, for curiosities, for souvenir-experiences to tell about when he comes home to his richest and safest of nations. Visiting abroad, sometimes we may find a guide, a friend and informant. And that guide may say something about terror and tragedy that has become part of his way of life, that hustles us beyond simple compassion to where we share with him what he has known and somehow survived.

Victor S. Bryant is a Durham lawyer, so was his father before him and so is his son after him. Not only in his native North Carolina but in other parts of the nation, he is known for a life of great distinctions and large usefulness. His friends call him the pattern of a Southern liberal and intellectual, and describe his public services to education, culture and people in general as important and precious. When he can find time, he travels in far places, as this story demonstrates.

ANDAU

by Victor S. Bryant

The little bluish gray Renault was definitely masculine. Out of respect for his genteel and sturdy qualities I called him Monsieur. He reciprocated by doing efficiently just what was expected of him.

He and I left Vienna early one August morning in 1960 to find, if possible, the Village of Andau near the Hungarian border. Michener's story of the Hungarian Revolution of October, 1956, made me want to see the place. The concierge at the Sacher Hotel packed a lunch and put several bottles of Bavarian beer in an ice bucket. We trundled through Burgenland studded with historic old castles, to a small town called Frauenkirchen. I saw no signposts pointing to Hungary, and I could not find Andau on my Baedeker map. Nor could I find anyone who spoke English. My German vocabulary of fewer than thirty poorly pronounced words was no help. Monsieur knew we were lost. He coughed, spit, choked and obligingly stopped.

A blond, buxom Fraulein bent her red face toward me, then turned to look across the street for help. "Herr Doktor, kommen!" she called loudly, and a heavy man limped toward the car on a stout cane. He looked middle-age, with furrows of pain in his strong, intelligent face. Resting an arm on Monsieur's top, he looked in, taking plenty of time to size me up. His look was serious, but kind.

"May I be of assistance to you, sir?" he asked in heavily accented English.

"Thank you, you certainly may," I assured him gratefully. "I am trying to get to Andau."

"Andau," he echoed. "Why do you wish to go to Andau?"

"I am anxious to see the bridge."

"There is no bridge at Andau," he told me, and his tone was somehow forbidding. "At one time there was one nine kilometers away, but it is kaput." He made a gesture with his cane. "Blown up. Finished."

By now bystanders had gathered close. They stared at us curiously.

"But I want to see where the bridge was," I persisted. "The place where so many Hungarians escaped from

the Communists. I have studied that Revolution of October, 1956."

"So," he said. "And you think to see it will help you?"

"Yes, Herr Doktor," I said. "I think that."

"And you really must go to Andau?" He looked inside the car and gazed intently at me and parts of my face, as though diagnosing some rare disease. "And do you expect to return?"

I started; I probably seemed jolted. "Certainly I do."

He stroked his chin heavily, frowning. "If you must go," he said, "I think it better I go with you."

I was pleased, and I know it showed on my face. "I would be glad if you did." Then I gave him my best German thanks, "Danke viel meist."

"Bitte sehr." He pulled the door open, got in and sat down heavily beside me.

I wondered if he was a Communist, and whether or not he was an Austrian. I could tell myself only that he was inquisitive, stiff-legged, and burly. Plainly his neighbors respected him, and I did like his heavy, intent face. I remembered that some travelers who had unwittingly crossed the poorly marked border had been driven back by gunfire, and in some cases had been seized and taken away to prison. The Doctor had plainly warned me not to go. But if I was going, he was determined to go with me.

"We keep straight to St. Andra," he directed. "Then to Tadten, and on to Andau. From there we go on a narrow dirt road about nine kilometers to the border."

I coaxed Monsieur back into motion. "You must be familiar with that road?" I asked.

"Yes." He said that and no more.

"You speak English very well," I tried to make more conversation.

"My father sent me to Oxford. After that, the University of Berlin, to study medicine. My parents had wealth and position. Their name was Schoenfelt." He waited for me to speak. "That name means nothing to you," he went on after a moment. "They are dead now. And I have neither wealth nor position."

"Where was your practice?" I asked.

"I was a surgeon in Budapest until November, 1956."

His chin squared. "I was born in Hungary. I love Hungary."

"But you left Hungary," I prompted.

"Many of us left. You say you know about the Revolution of 1956. Then you know how we fled to Austria because we could not live at home. I practice now at Frauenkirchen and the surrounding areas--I am the only doctor." He gazed out at the farms we passed. "Most of the people are poor. They can pay in one form only, the most precious in the world. Gratitude."

He pointed out a low timid house. "There's where I lost a mother in childbirth one cold night. And over there, the farmer had his leg almost cut off by a hay-rake. God and I saved it for him."

"You must be very busy," I suggested.

"Very. With this bad leg I put on weight, now I don't get around well." His big hand clamped his knee. "Before I got fat, I was very active."

I looked at the road, then side-long at him. "Doctor, why did you try to warn me not to go the the border, and then offer to come with me?"

He smiled slightly, his first smile as I remember. "You sounded as if you truly wanted to go, and I felt I had better help you as best I could." He stared ahead. "Last week, someone tried to escape to Austria, and both his legs were blown off by a land mine. The guards over there finished him off with machine pistols. It's dangerous, you see."

"I see."

"If I had thought you were curious--no more than curious--I might have pointed out the directions, and said to myself, 'There goes one of those crazy Americans.'" He looked at my clothes. "You are American, nicht wahr?"

"Yes, I am."

"And, I suspect, a counselor?"

"Yes," I said again.

"You see, I suffer from an inquiring spirit."

I smiled, and so did he.

"Your country interests the Austrians," he told me. "They would like to respect the Americans, but they cannot understand. They think all Americans are too wealthy for their own good, and they put confidence in strangers too quickly."

I felt a touch of silent embarrassment. I had certainly placed confidence in him, very quickly indeed.

"Austrians wonder what reason is back of American offers of help," he went on. "Pardon me if I speak frankly. You must not blame the Austrians if they don't trust you. Hitler promised them many good things once, and he fooled them--lied to them. They trusted Hitler and he ruined them. They will never forget that."

I nodded agreement above the wheel.

Andau was even smaller than I had expected. The doctor told me to stop at a small brick building. "This is the gendarmerie," he said. "We'd better go in. They will want to see your passport, ask your business. They may not like the idea of your going to the border."

Inside, I let him do the talking. The lieutenant in charge was slim and unhappy-seeming. He and the doctor talked in German. The lieutenant argued, the doctor answered insistently. Finally the lieutenant gestured defeat and took my passport, studied it, then gave it back to me. He jerked his head to beckon a sturdy, resplendant young gendarme and spoke authoritatively. The gendarme slid an automatic pistol into his holster and took an extra clip of cartridges from a desk drawer. We went out. Monsieur groaned under the weight of the three of us.

We traveled the dirt road now. The gendarme waved to people in the fields and touched his visor to the women. Most of the workers seemed to be women or old men. One old man sat asleep against a haystack, his legs thrust out before him, his hands folded on his sag of belly, his mouth peacefully open.

Grass and weeds grew in the dirt of the straight, narrow road. Once I stopped Monsieur and shut off the motor to let a flock of fat geese waddle across. There were thirty-five or forty. They took their time, Stopping to eat grass out of the road. You can't hurry a goose, and I knew Monsieur would feel degraded to enter a honking contest just then. The doctor and the gendarme talked to each other in German. I watched the geese, thinking of <u>pate de fois gras</u>, of a goose roasted brownly crisp, with chestnut stuffing, basted in Grand Marnier.

"They had trouble at the border last night," the doctor translated for me. "Many shots were fired. It

is not known just what happened."

The last goose had left the road, and we drove on. Far ahead, a structure loomed. It was the same color as the dark dirt of the road. As we came nearer, it turned into a tower, with a guard house top and men there. It was on the opposite side of a canal.

We stopped. The land to each side was marshy, grown up with tall grass and rank weeds. I could see a long way to right, to left, forward and back; but except for the tower beyond the canal, there was no sign of human life--no houses, no cattle, no people. A few low bushes grew along the canal bank, and off to the left on our side of the canal three birch trees grew tall. Their white bark stood out.

Our dirt road had come to a dismal dead end, where a strand of barbed wire was strung on posts on the bank of the canal. On the barbs hung pieces of cloth, red, green and white--the colors of the Austrian flag.

The gendarme spoke, and he and the doctor got out. I started to follow.

"No, turn your car around," said the doctor. "It would be hard to turn in a hurry. If you went into the swamp, you would never get out."

I worried Monsieur's nose around, and got out, too. We stood in bleak desolation and silence. Not even a dog's distant bark, or the caw of a crow. A strange, oppressive chill seemed to sneak through the August air. I looked at the tower over there. Men watched us--soldiers, I guessed. And they had a machine gun; it pointed toward us.

The doctor pointed with his stick. "This is the Einser Canal," he said. "It runs east and west here, it's the boundary between Austria and Hungary."

"Too wide to jump," I ventured, gazing.

"Yes, and in most places too deep to wade."

"Where was the bridge?" I asked.

His stick pointed. "About two hundred yards east. It wasn't a bridge, as you think of bridges. It was scarcely wide enough for even a small automobile like yours, and too rickety for a heavy motorcycle. It had one hand rail, too high for a child to reach. Farmers used to get their hay out across it."

The gendarme leaned against Monsieur's rump, crossing his arms and studying the tower.

"The boundary turns sharply to our left between here and the bridge--where the bridge was," the doctor explained tonelessly. "Only the abutments are left. They are entirely on the Hungarian side. To reach it, to come into Austria, a man must cross a hundred yards of swamp. In cold weather it is icy. In warm, it is deep mud. But if the man knew the paths, he might find his way across by night. And the guards could not see to shoot him down."

I looked toward where the bridge had been, gazed at the marsh and tried to think what it would be like to flounder across among singing bullets.

"How did the Hungarians manage to get across in 1956?" I asked.

"At first the Russians seemed not to mind," said the doctor. "They let a steady stream of refugees cross for days. Then, for reasons of their own, they closed the border and put mines on the Hungarian side of the canal and posted guards with machine guns and pistols. Then they dynamited the bridge."

"And people still tried to cross?"

"Some did. They had a foot log. On this side Austrians--boys, some of them--searched the marshes every night. They found refugees mired down, half-frozen, and got them to this road. It was winter, and bitterly cold." His cane pointed back the way we had come. "A rescue hut stood about a hundred yards along the road," he said. "It's gone now, but in 1956 the Austrians kept a fire going there, and brought what hot food and dry clothes they could. Swiss and German ambulances took the sick ones away. Often, the school house at Andau, the farm houses, even the stables, were full of refugees."

"And you were here?" I asked.

"Oh, my part was inconspicuous. I would have liked to have done more. About two hundred thousand of us got out of Hungary, many at this point."

"You crossed here?"

"Not at once. For a while I stayed over there, several kilometers back." His stick waved toward the Hungarian side of the canal. "Many walked from Budapest, a hundred and eighty kilometers--about a hundred of your miles. They were half-starved, poorly clad. I gave babies sedatives, so they would not cry out and bring guards upon their parents. I bandaged feet that

had travelled over rocks without shoes. I did what I could, and it wasn't much, to strengthen them for the escape. Finally I could do no more, and I crossed the canal one dark night." He looked around him. "I came to where we are standing now."

"And stayed on this side?" I asked.

His slight smile came to his face. "Once I crossed. I came to the Austrian bank of the canal by daylight. On the other side stood a guard with a machine gun. At his feet lay a young woman, clutching a baby, and I could hear it whimper. She seemed weak, perhaps dying. I called across to the guard, 'Are you Hungarian?' And he nodded, and looked down at the sick woman and her baby. Well, suddenly I jumped into the canal and waded across, up to my armpits among slushy ice. The guard just watched as I helped the woman to her feet and put the baby on my shoulder. Back we went, struggling in the water. I heard the gun begin to shoot, and water and mud splashed around us as we reached the bank. I looked back. The guard smiled, and so did I. He had missed us on purpose."

"There were human guards, then," I said.

"And inhuman guards," he replied. "Another time, at night, there--" he pointed to the three birches. "I heard a man groaning. I groped toward him in the cold and the dark. He was badly shot, in both legs. As I bent over him, a flood light caught us, and a machine gun went off. It didn't miss. It hit my right knee--it felt on fire."

"That is how your leg was hurt," I suggested.

"That is how. I think I fainted. When I came to, it was dark and quiet. I reached for that man in the darkness. I got a handful of his brains. The top of his head was blown off."

My voice sounded slow and timid as I asked, "What happened to you?"

"I just lay there, half-frozen, all night, and all next day. It began to snow. That night some Austrian boys--I think they were students--found me and brought me in. I thanked God I had been spared. That is why I always try to help others." He gazed at me. "Even the curious American sight-seer." Again he smiled.

Guards on the tower watched us through field glasses. Below them, a bear-like peasant cut grass with a scythe. He was like a dumb, driven animal, uninterested in the past and unconcerned about the future.

I fetched out the lunch box. The doctor and the gendarme came to accept bread and cheese and sausage. We opened bottles of beer to wash the food down. Then we drove back.

At Andau, the gendarme smiled when I thanked him in broken German, and shook his head at the money I tried to give him. On the way back to Frauenkirchen, the doctor and I spoke very little. I was thinking of what I had seen, and perhaps he had his own thoughts. When we reached his village, he said, "Come, let me give you some beer." I stopped Monsieur at the curb and followed him as he limped into a little tavern. The waitress brought mugs of beer and some pretzels.

"Doctor," I said, "Forgive me if I have trouble understanding all you have told me."

"Let me try to explain," he offered. "The Russian Communists lied to us, tricked us. They imprisoned our leaders under false charges. They seized our weapons. Their secret agents were everywhere--we had to speak in whispers. They gave food to hungry children, to bribe them to inform on us. They raped our women." He closed a big fist on the table. "I performed many abortions for women like that."

"You had to revolt," I said.

"Naturally. We thought the Americans and English would help us. They did not, but we would have fought anyway. We fought alone. We stole Russian guns to fight with. We fought them for six days--even boys, little boys, and women. Fought their soldiers--their tanks--"

He drew a broad hand across his strong face. I did not ask him to say anything else. But he spoke after a moment.

"After six days of fighting, the Russians proclaimed peace. They seemed to withdraw. The sun shone; the sky was blue. We published our newspapers openly, and the church bells rang after long silence. We put on our best clothes and played music, and danced in the street. Maybe we got a little drunk.

"Then, on the fifth night of that Russian peace, thousands of their troops came into Budapest. Sunday morning--the fourth of November, 1956--they opened a murderous attack, with tanks, guns, bombs. They killed people on their doorsteps, bombed their houses."

Again he paused, and again I waited for him to go on.

"I hurried to a first aid station. All day Sunday, and all night, and until sunrise Monday morning, I did what I could for the steady stream of wounded and dying. After that, my hands refused to operate, my brain refused to work."

"But you are safe now," I reminded him, and I knew how limp it sounded.

"I am safe now."

"And do you have a family?"

His great head shook. "Not any more."

I sat and wished I had not asked.

"I had a beautiful wife," he said. "We were in love with each other. And we had a child--a ten-year-old boy. We used to walk in the park on Sundays."

His hand spread on the table, and I wanted to take it in mine. His hard lips twisted and clamped. After a few moments' pause he spoke.

"That morning, when I came back from the first aid station, I went home to our apartment. It was a smoking shambles, a ruin. I climbed what was left of the back stairs. Half the floor of the bedroom was hanging down. My wife lay dead and mangled under a heap of bricks. My son was there--she had tried to shield him with her body. When I dragged him out, he knew me and tried to speak, but he could not. His head fell back, and he was dead, there in my arms."

His eyes welled with tears, but his voice was steady.

"And so I left Hungary," he said. "As you say, I am safe now."

"I am sorry," I said, and that was all I could say. I too fought for control.

He looked levelly at me and continued. "Communism cannot lie forever. Communism cannot shoot forever. It cannot forever crush the spirit of Hungary. Someday the bridge at Andau will be built again, and the traffic will be going the other way. People will go home to Hungary and be free."

"I know that's the truth," I ventured.

"Oh, it will take time. Sometimes history crawls, sometimes retribution is slow. But I know in God's own good time it will happen. That is why I live. I want to go back to Hungary with the others."

He had not touched his beer. I had not touched

mine.

As Monsieur carried me back to Vienna, I told myself that I had been in the presence of a great man, and a good man.

KELLY'S LAST SEMESTER

The college community seems calm, cloistered, sometimes unrealistic. And sometimes the unrealistic brings about the grimmest of reality.

A student of writing may find in this story a whole row of signposts that are perceptible only when the road is travelled and the reader looks back.

Joyce Crawford was born at Springfield, Illinois. She won a writing prize in high school. While at Stephens College, Columbia, Missouri, her work was published in the literary magazine. She is married to an assistant professor of microbiology at the University of North Carolina. Her driving interests are "trying to rear six children with a minimum of damage to them and to me; and writing." She hopes to finish a novel.

KELLY'S LAST SEMESTER

by Joyce Crawford

Kelly used to say he was the oldest graduate student living. Then he would laugh his abrupt soft laugh, his balding head tilted sideways, his eyebrows lifted, his mouth pursed in an O.

Nothing about Kelly seems laughable to me any more.

Kelly and his set-faced, capable wife had lived in GI City ever since the University set it up for married student housing, right after World War II. By the time Charlie and I moved into our four compressed rooms next to the Kellys, GI City was suffering the decay that settles over temporary things kept too long. The rows of corrugated metal barracks were dingy and streaked with rust. The water-painted walls of the little apartments inside the barracks were pitted and stained. The children that swarmed through the shallow yards were no longer the sons and daughters of World War II veterans. Most of the veterans of Korea, even, had graduated and pulled out their high-piled trailers and joined the world.

Nearly fifteen years after his war ended, Kelly still went to school. Holder of a B.A. that prepared him for nothing, and of credits toward Master's degrees in three or four different fields, he was a professional graduate student.

The easy society of student housing, where no life can be judged because no one is yet what he will someday be, was the world to Kelly. His lean, loose-jointed, round-shouldered figure was part of the furniture in a dozen identical living rooms. He knew everyone, liked everyone; everyone liked him.

When anyone moved, there was Kelly, wrestling mattresses and kitchen tables onto the U-Haul trailer. When anyone's baby was born, there was Kelly, sitting it out with the new father. When anyone flunked his prelims, there was Kelly, showing him that laughter could still be possible. When anyone graduated, there was Kelly, truly happier than if it were happening to him.

His wife, Maggie, was as cold as Kelly was warm. She was as tall as her husband; gaunt-faced, sharp-nosed, with mouse colored hair going to gray, and gray-white

skin. Beauty remained only in her eyes. They were brown, long-lashed, and very sad. She worked efficiently as secretary to one of the deans, kept Kelly fed and dressed; paid his bills; paid his endless tuition. His government aid had run out long ago. And she listened tight-lipped when he rambled on about the career he would have when he was through school.

Five years before, she had given Kelly a child; in an effort, she told me once, to make him feel some responsibility. The effort failed, and Maggie saw to it that it didn't happen again. The little girl, Sharon, was a quiet, angular copy of her mother. Kelly loved Sharon in helpless bewilderment, and let Maggie take complete charge of her.

Charlie and I saw a lot of Kelly. Sure of his welcome, he would elbow open our door in the evening, carrying a bottle or two of his home-brewed beer.

"Charlie, put down those books," he would call. "Anybody'd think you wanted a degree or something. Sue, this boy never puts any fun in your life, does he? You better watch it, Charles. Susie'll find herself a man who knows what to do with a stacked redhead with big brown puppy-dog eyes."

I would smile and feel myself blush, and find I was standing straighter. Charlie would push up his glasses to rub his eyes, scratch his crewcut dark head and, grinning, unfold himself from his chair.

"I've got a great big University to get through, Kel," he would say. "Haven't you? What are you going to be when you grow up?"

Kelly would give his half-chuckle.

"An old man, Charles. An old, old man. Now kids, it's time for recess. Got a can of that miserable stuff you drink? I brought my own."

Kelly's beer was his great achievement. He brewed it in ten-gallon batches in a big yellow polyethylene garbage can and stored it in old ginger ale bottles sealed with rubber pressure stoppers. The beer was heavy, over-sweet, full of sediment, and tasted strongly medicinal. Kelly regarded it as the one honest brew to be found, but long ago he had stopped expecting his friends to agree with him. He was the only person who ever drank it.

When he was comfortable in our patched green arm-

chair and drinking appreciatively, the stories began.

Kelly in London during the war, holding down a desk job because even the army had the sense not to trust him with live ammunition.

Kelly getting arrested in London buying steak for his commanding officer; on the black market, as he learned too late.

Kelly helping a friend deliver groceries; having the whole truck-load stolen from him.

Kelly renting his back bedroom, illegally, to an itinerant faith-healer who turned out to have a side-line peddling obscene pictures to school children.

Always Kelly the loser, who drew disaster as surely as the moon drew the tide.

"Charlie, Sue, you know that boy Joey I told you about? The one from my home town whose mother wanted me to sort of look after him at the University? Well, that kid really needs looking after."

Kelly laughed; eyebrows high, mouth in its O.

"Anyway, I met him last week heading out of town in that old jalopy of his. It's a real heap. You can't just start it; you have to lift the hood and twist some wires, and then hit the radiator with a hammer. Don't ask me what that does. Joey keeps a hammer on the front seat and you have to hit the radiator with it or the car won't go. Well, when I saw him he was driving that wreck all over the road. Drunk. . .I don't know when I've seen anybody as drunk as that boy was. I drove up behind him and honked until I got him to pull over."

Kelly opened another bottle and drank deeply.

"Best beer anywhere," he said. "Anyway, I told Joey he couldn't drive when he was that drunk and I'd take him where he wanted to go, but he said he had to get his car to a junk dealer in Morgan City who'd agreed to buy it. So somehow there I was, driving him in that heap of his."

He scratched the fringe of sandy hair behind his bald spot.

"Well, in Morgan City the brakes went, all of a sudden. They were just gone, and we were coming straight down a steep hill that ended in an intersection with U.S. 40. In five o'clock traffic. I didn't know what to do. I tried swerving from one side of the street to the other, running up the curbs, but that didn't help

much."

Another chuckle, as Kelly's pale blue eyes peered sideways at us from his narrow face.

"I was almost at the bottom of the street and I had to do something, so I turned up somebody's driveway and went right through their garage. Through the back wall and everything, I mean. That stopped us."

"What did the people do?" I asked.

"Oh, it'll cost us. Joey's not insured. The brakes started working after that. I don't know why. We got where we were going and took a bus back. But you should have seen us coming down that hill!"

He laughed softly, hauling himself out of the chair.

"Well, better get back. Maggie has this idea I ought to come home once in awhile. I'll see you, kids," he said, and was gone.

Maggie seldom came along when Kelly made his evening rounds of the apartments,and sometimes I would leave the beer and the stories and go next door to be with her. Not because I liked her company better, but she seemed so alone. Now I wish I had gone there more often.

Sharon was usually asleep when I came in, and Maggie would be on her knees, waxing her worn linoleum or scouring the rotting baseboards. I think she threw all the furious frustration of her life into cleaning that shabby little barracks apartment, and it gleamed.

She talked to me, those evenings, more than she usually talked to people. I was newly married then, and so young I must have seemed like a child to her, but I was willing to listen and she was lonely.

"You don't know how lucky you are, Sue," she told me. "What wouldn't I give to be married to a real man like Charlie who's doing something with his life?"

"Charlie has years and years ahead of him before he gets through," I said. "You know he's staying on for a PhD after the Masters."

"But he will get through," said Maggie. She punctuated each word with a strenuous swipe of her scrub rag.

"Charlie will get his degrees and leave the University and have a profession," she said bitterly. "We'll be here until we die. Kelly will take courses until hell freezes over to keep from having to find out there's a world out there bigger than GI City."

"Oh, he'll finish up sometime, Maggie," I said helplessly. It didn't seem enough to say.

I told her goodbye and went home, glad to leave the chill of her bitterness.

One evening I found Maggie in her front bedroom, packing a suitcase.

"I've got to leave him, Sue," she said. Her eyes, swollen, left her thin face with no beauty at all.

"I'm going to get packed and then wake up Sharon and catch the night bus for St. Louis. I just can't live with him any more."

"Oh, but you can't leave him, Maggie," I said. I was so new to marriage, seeing all the world filtered through the haze of my love for Charlie. Struck cold at the thought that anything final could come between a husband and wife; anything that could not be repaired.

"What would you do in St. Louis? How would you live there?" I asked.

"How do I live here?" she snapped. "I go to work. I'm a good secretary. I pay the rent and buy the groceries and keep Sharon in a good nursery. Besides supporting that everlasting sophomore I married."

"Oh, Maggie." I was begging her. "What will Kelly do? He needs you. He can't get along without you."

"He needs me." Maggie's smile was tight. "He needs my paycheck. About me he couldn't care less. Where is he now, for instance?"

I took a deep breath. "You know, sometimes you don't make it very nice here for him, Maggie," I said. "You could. . . oh. . .act more like you love him. Don't you, any more?"

"I don't know what love is, Sue. I don't even know if there is any such thing." She had stopped folding clothes and was staring out the black window.

"Why did you marry him?" I asked her. "There must have been some reason why you married him."

"Sure. I wanted to go to bed with him." Her laugh was a harsh intake of breath. "Not that we do so much of that any more. Most of the time I'm so mad at him I fix up the couch for myself. Then I have to take a phenobarbital so I won't just lie awake and wonder what's going to happen to us."

She turned and sank onto the edge of the bed. She picked up one of Sharon's dresses and pleated the neck

of it with her fingers.

"I married him because he's what he is," she said slowly. "He's warm and kind. He laughs. When I let him he makes me laugh. He cares about people. . .really cares what happens to them, I mean. When I married him I thought he was just about perfect. I didn't know he was a grown-up baby I'd have to take care of all my life. But he loves me. I make it hard for him, but he loves me."

I was afraid to say anything. Suddenly Maggie stood up.

"Sue, I'm not going," she said. "I guess if I want him I just have to pay for him. And I guess I want him."

When I left for home she was hanging the clothes back in the tiny closet.

We didn't see much of Kelly for a week or so after that. Then one evening he appeared at the door, looking depressed and carrying more bottles than usual. He wanted to tell us he had decided to quit school at the end of the semester.

"Kids, I may turn out to be the best-educated ditch-digger in town, but it's time I made a living."

"You've got the right idea, Kel," Charlie told him. "College life can get pretty old."

Kelly shrugged.

"It's really Maggie's idea more than mine," he said. "She doesn't feel like working any more. Says she's tired."

He settled into the green chair and pulled the stopper from one of his bottles.

"Maggie thinks it's a snap to get a degree," he said dismally. "Well, get out your boughten beer, Charles. Let's drink to money."

The days slid fast toward summer as Kelly's last semester came near its end. Charlie was writing his Masters thesis; at it all day and long into the night. If I felt neglected, the pain was eased when I pictured myself as the noble wife, furthering her husband's career by her selfless, undemanding consideration. Kelly didn't come over often. When he did he was quieter, and his eyes seemed to take up more room in his narrow face.

It was a wet, warm night late in May that last time he came pounding on our door. It had been raining drearily for a week. Everything we touched was sticky-damp

and smelled of mildew.

That evening I had suddenly tossed away my nobility and told Charlie I was so sick of his thesis and him I could scream. Charlie said he was just as sick of me as I was of him and his thesis, and besides I was starting to look like a hag. I asked why I should dress up for a slob in an undershirt who was nothing but a growth on a desk chair. He turned red and shut his mouth so tight his lips bulged. He slammed his notebook on the desk, stalked to the door, kicked it, stared at the drizzle, said "goddam," stamped into the bedroom, and got into his pajamas.

I followed in silence. We were lying stiffly, turned away from each other, as far apart as the sagging second-hand mattress would allow, when we heard the banging on the door.

Kelly stood there. He looked through us as he groped his way to the armchair. He sat hunched forward, chin pressed into his hands, and stared into the blank television screen behind Charlie's shoulder.

"What am I going to do?" he said. We could hardly hear him. "Maggie's gone."

"Gone!" said Charlie. "Where, Kelly?"

"I don't know. There was just a note saying she wasn't ever coming back. . .she and Sharon. And all her clothes, all her things. . .it's like she never lived there at all."

"Oh Kelly," I said. In the warm night I was cold.

"What happened?" Charlie asked. "You have a fight?"

"I don't know, Charlie." Kelly talked carefully, as if he were speaking an unfamiliar language.

"I registered for the summer quarter today, and I told her I had. . ."

"You registered for summer courses?" I interrupted him. "You said you were quitting school."

He ran his hand over the bald place on his head.

"I know I told Maggie I was going to go to work, Sue," he said sadly. "I told everybody. Meant it. But what could I do if I did quit? I don't know how to do anything except go to school."

Charlie scowled. "Come off it, Kel," he said. "You've got brains. There are lots of good jobs you

could get."

"That's what Maggie keeps saying."

Kelly pressed his eyelids with shaking fingertips.

"Kept saying," he amended. "But Charlie, what kind of money could I make? All these years, and I'd have to take a job a kid out of high school could get. And Sharon'll have to go to college some day. And Maggie ought to live so much better than she has been."

"What were you going to take this summer, Kelly?" I asked him.

He looked up. "Well, I had this idea. I thought maybe I could get a Masters in Radio, Television and Motion Pictures. I could write for TV. Nothing high-powered, I guess, but I could make money. Nowadays they won't even look at you if you don't have an M.A."

He looked at Charlie, and then at me.

"It would really be something I could do," he said.

Charlie didn't say anything. I didn't either.

"I've been thinking about this for weeks, but I didn't want to say anything to Maggie about it before," Kelly said. "I couldn't just quit school after all the time I've put in. Maggie won't look ahead. She doesn't understand anything but the next paycheck."

He stood up and rearranged the books on Charlie's desk.

"I'd go out of my skull doing any kind of job I could get now," he said.

I moved closer to Charlie.

"What did Maggie say when you told her?" I asked him.

He leafed absently through one of the books.

"That was what was so crazy. She didn't say anything at all. She just looked. . .Lord, Sue, I've never seen a look like that on any human face. Her eyes just went out. Like turning off a light. She looked dead. It scared me. She picked up my raincoat and handed it to me, and pushed me out the door."

"What did you do?" asked Charlie.

"Well, I didn't know what to do. I didn't think I'd be fit company for anybody. I just got in the car and drove around, and after awhile I went to a drive-in place for a hamburger. Then I sat in the car on campus somewhere. I was trying to figure it all out. I got back just now, and she was gone."

Kelly leaned his forehead against the door frame.

"She's talked about leaving before, but she's never done it," he said. "I never thought she really would."

Charlie put a hand on his shoulder.

"Sit down, Kel," he said. "I'll get us a beer."

"Never mind, Charlie. I've got one left at home."

Kelly nudged the door with his toe.

"I didn't tell you about the beer," he said. "Maggie must have almost gone crazy after I went out. It looked like she'd been slinging my bottles of beer all around the apartment. Broken glass, and beer running all over. She does things like that once in awhile, you see. Throws things, I mean."

He frowned.

"I've never told anybody that before," he muttered.

"Anyway, she didn't break quite all of them. Must have got hold of herself then. Or maybe that was when she made up her mind to go away. She left one bottle in the refrigerator. She let me have that much, anyway."

He shook his head. "Maggie. Well, I don't know why I should keep you two up all night with my troubles. I guess I just had to tell somebody."

We watched him go, his head bent under the steady rain as he dragged down our step and up his.

"Poor guy," said Charlie. "I wonder what he'll do. Poor Maggie."

I felt suddenly unreal. Transparent. An invisible creature of somebody's imagination. I pressed against Charlie until I could feel his body down all my length. He was warm, and very real.

"Oh Charlie," I said. "I'm so sorry I said all those things to you."

He held me. "I've given you a rough time," he said. "I'm sorry, too."

Together we went back to bed and snuggled into the familiar hollow between the lumps of the old mattress. In a moment we had forgotten Kelly and Maggie and the whole mystifying world.

We didn't see Kelly the next morning, but we hadn't really expected to. Charlie was deep in his "Conclusions" chapter. I hung out a week's laundry--the sun was with us at last--and tried to keep out of his way.

Kelly didn't come over the next day, either. Or the day after that.

After dinner Charlie took a couple of cans of Schlitz out of the refrigerator.

"We've been sort of leaving poor old Kel alone," he said. "I think I'll go and see how he's doing. I'll be back soon."

He was back very soon. His face was white. He walked slowly to the desk and picked up the telephone book.

"Sue," he said, wonderingly. He looked at the page of the book, not at me.

"Kelly's dead. He's lying on the couch and he's dead. I think he must have been dead ever since the night Maggie left."

He dialed the telephone.

The police and the coroner looked out of place in GI City. They did their work efficiently. Charlie and I sat huddled on our dark front step, hearing through the open window next door their impersonal voices and unhurried footsteps.

Something was to be taken to the pathology laboratory. The bottle Kelly had been drinking from. The screen door creaked open. A silhouetted figure strode out, carrying something, to one of the police cars.

We waited.

An ambulance hummed up softly. No need for a siren. Speed would not help Kelly now.

Charlie got to his feet. I followed him back into our lighted apartment. Neither of us really wanted to see what would come next.

We sat in our miniature kitchen among the forgotten debris from dinner. We poured ourselves coffee and watched it get cold.

Thinking.

After an hour that was a lightyear too long and a lifetime too short, the police were at our door again with their questions. And they told us what they had learned.

Dissolved in the dregs of Kelly's beer there was still enough phenobarbital to kill a man. The empty phenobarbital bottle had been found in the bathroom wastebasket.

It was Maggie's prescription.

LITTLE THINGS DON'T MATTER

When we read a story that reminds us of ourselves as children, sometimes we realize that we have more or less forgotten childhood.

Sentimental literature to the contrary notwithstanding, childhood isn't a funny time. Frequently it's an unhappy time. Both joy and pain are keener to a child. Joy and pain make us grow up, and then the taste of them becomes mild.

Mrs. Kuhn was born in Bluefield, West Virginia, and graduated from West Virginia University. She has lived in various places, both in America and abroad, and now her home is in Chapel Hill, "with five sons, assorted dogs, cats, chickens and gerbils." This is her first published work of fiction. She hopes to write and publish more.

LITTLE THINGS DON'T MATTER

by Jacqueline S. Kuhn

A kid in the fourth grade shouldn't break up over little things. And he didn't, really. Lots of things had happened to Sam. The thing his mother called divorce, long before he understood the word. Living with his aunts, because she had to work. To get money, she had said, for him. Now she was married again. And he was living with her and the man. Pop, he had told Sam to call him.

He wondered about the getting married again. In Sunday School they had talked about committing adultery when they studied the Ten Commandments. Had his mother committed adultery? He wondered about it sometimes.

Her getting married again changed things for him. He was getting used to a room that was his own. Getting used to his mother. Getting used to the man, who saw to it that he no longer slammed doors in anger. Who punished him, justly he supposed, for throwing watermelon rinds at cars on the dusty road below the house.

No. The fish were nothing to break up over. They were just another thing that happened.

They were beautiful fish. Small ones and smaller. Big ones and bigger. One tiny one with wavy fins. Big black and yellow ones. And pure orange. A red and white and spotted one. Goldfish, they were called. He had read where they had once been the property of nobody but Chinese kings, in wonderful gardens. But here, they were just sold in the five and ten cent store. Goldfish, and no one seemed to think they were very wonderful.

Except Sam.

Whenever Sam went into town, he stood before the tanks in the store. Sometimes his own thin face reflected back to him and it looked as if the fish were swimming through his brown eyes and dark hair. The hair fell into his eyes even when he brushed it. Which he didn't, much. He wanted some of those fish. But he didn't want to put them into one of the little bowls that were sold in the store. He knew he wouldn't be happy in one of those bowls. And he didn't see how the fish could be happy, either.

At home, he started to make a pool for the fish in his front yard, near one of the windows of the house, where he was trying to get some wild flowers to grow. He dug a hole and lined it with rocks and mud, but when he put the water in, it always seeped out. He probably knew it would not work. But he didn't want to ask them for cement. His mother. The man. Sam couldn't talk to them easily, yet. There were no neighbors to ask, and town was too far unless he drove in with them. So he just kept trying with the rocks and the mud.

Then one day, the man, Pop, brought home a beautiful big square pan, used for washing blueprints. Sam liked looking at the blueprints he sometimes saw around the house. He knew the man was an engineer, but not an on the train kind of engineer. The man told him to wash the pan good, and let it dry in the sun a few days, so the chemicals from the blueprints might not kill the fish when he put them in. So Sam washed the pan, and washed it again, and let it stay in the sun, for days.

Finally the man, Pop, brought some cement home. Sam watched him lift it easily on his tall thin shoulders from the trunk of the car. The man let Sam do most of the mixing of the sand and rock and cement, and let him use the trowel to smooth it in place. They put the big square pan in together. Then the man went in the house, saying it would take awhile to set up. Sam sat and put a few stones around the top of the pan, in a design that pleased him. He thought about the man. He seemed old. Older than his mother. With thin hair that might be gray. He wondered about the eyes behind the thickness of the glasses and light colored frames. He could never be sure what the eyes were saying behind those glasses. And the man's nose was big, with dark hairs growing in it. The mouth didn't smile much, and even when the man laughed, it was always about something Sam didn't find funny at all.

The day finally came to go into town and get the fish. Sam watched the woman's fat arm as she caught the fish, adding them to the water she had put into several small paper cartons. He pointed to the small ones that he wanted her to catch.

He brought the fish home. The boxes leaked a little in the car, on his jeans. Not that he cared, or even noticed. He ran carefully from the car, with the fish.

He gently eased them into the big square pan that looked like a real fish pool now. And he happily watched them swim. He knew they were happy not to be in that tank in the store or in any little bowl. He carefully read the directions on the package of fish food the woman at the store had given him, and he sprinkled some on the water, but not too much, the way the directions said.

Then his mother called him to lunch. He wasn't quite sure of her yet. She was pretty enough. And small. She hardly seemed much taller than Sam was. And she was dark, as he was. People were always saying how much he looked like her. But he was just getting used to her. He had been away a long time. Since he was about three, he thought. He didn't think much about the aunts he had lived with, in different houses, for different lengths of time. There was the thin one who liked for him to sleep in her bed, but he wasn't very comfortable there. And there was the fat one with the uncle who told ghost stories that seemed much too real, just before time for bed.

He supposed that his mother would be all right, after he got used to her. But she asked such funny questions sometimes. Once,

"Sam, are you happy here?"

And he wasn't quite sure how to answer her. He had said,

"Yes,"

but she didn't seem quite pleased with it, and he didn't know anything else to say. He was pretty used to giving people the answers he seemed to know they wanted to hear, and he just wasn't sure of her yet.

When she called, he left the fish and went to lunch. He liked the vegetable soup she had opened for lunch. The lima beans were his favorite. Something about their bigness and fatness and the rough way they felt when he mashed them with his tongue after the rest of the soup had gone down.

He forgot again. About opening his sandwich and stirring the jelly and peanut butter with his finger. He had always liked doing this, when he ate alone because the aunts had somewhere else to go. And he had forgotten again.

"Sam! You have been told again and again not to do that!"

What was that word he had looked up? Rebuked. That was it. He liked that word. Rebuked. He had been rebuked again. And then, by her. His mother.

"Yes, Sam, you have been told again and again not to do that!"

She was sort of like an echo. That was another nice word. But for mountains, not for mothers. Sam liked words. And he liked the chocolate cake she had made for dessert. He even guessed without being told that he should not stir the chocolate icing with his finger.

And then he went outside, even remembering to say,

"Excuse me, I enjoyed my lunch."

He walked slowly, liking the good feeling that the fish were there in the water, in the sun, waiting for him.

And then he screamed. And screamed and fell to the ground beside the pool, and screamed again.

The beautiful fish, floating on top of the water. Fat and full and blown up like tiny balloons. And dead.

Then they came, his mother and the man. Sam stopped screaming. He went into the house. He had a special box, and he put some cotton in it. He came out, picked up the tiny dripping fish and placed them carefully in the box.

He got a shovel and the wheelbarrow and dug a lot of dirt in the garden, near the house. He put the box with the fish at the bottom of the pool, with a rock on it, to keep it down. Then he shoveled dirt into the pool, until the water had overflowed the edges and there was none left. Even the edges of the pool did not show. There was just fresh dirt.

And he lifted his head.

He heard her playing the piano in the house. It was slow and sad, what she was playing. And he heard the man,

"Damn. I thought washing that pan and keeping it in the sun a few days would take care of the chemicals. Must have poisoned the darn fish....I should have known.."

But she laughing softly to the man,

"Oh, don't worry, sugar. He's probably pretty broken up over them, but he'll get over it. Kids do. Think he might like this Funeral March while he buries them?"

Sam heard the piano music again, the same music, but gay and fast now, music trying to be funny, and his mother and the man laughing.

Nothing to break up over.

And he didn't.

SOME GOOD

Several sailors of stormy waters have admitted that, when they read Mrs. Skakle's story, they found themselves aboard the little fishing boat in her helpless plight, wishing they could do something to save her and Nelson, and themselves.

Maybe here is evidence that North Carolina's seafaring men are own brothers to those who put out in foul weather from the fishing ports of Maine and Massachusetts, of Scandinavia or Crete or Madagascar or the South Sea Islands. Whatever their home coasts, their faces are carven by storm, their speech is salted by the splash of brine.

Sybil Austin Skakle was born at Hatteras, North Carolina, where such mariners live and launch. She graduated from the University of North Carolina School of Pharmacy and married the University tennis coach. They have three sons. She calls herself "pharmacist by profession, housewife by choice and writer by need."

SOME GOOD

by Sybil Austin Skakle

The dark cloud cover was moving toward the western horizon. Nelson tinkered with the ship-to-shore. It was dead. Dead, as the engine was dead. The helpless Virginia rode at anchor somewhere in the middle of Pamlico Sound.

"A foine kittle of fish this is," he mumbled.

Fifty years of fishing the waters around Hatteras Island and never marooned before. Those years had left his hands and face furrowed, hardened and deeply tanned. Those years had hardened his soul, as well. There was no soft spot for the prick of panic.

"Moight as well see if Oi kin fix thet motor." Busy hands allowed his mind freedom to evaluate his situation.

His eyes squinted even more, deepening the lines in his high forehead and the crow's feet at the corners of his faded, brown eyes. His horny fingers explored the spark plugs, testing each for fire with the screw driver from the emergency tool box near the blue Chrysler motor.

"Must be gitting teched to come out without extries," he rebuked himself aloud.

Guess forward-looking men like Monroe Willis wouldn't fergit a thing like that, he thought peevishly.

He straightened his wiry body and glanced out the narrow doorway of the cabin. The great, rosy-red sun, poised on the distant water edge, held his gaze.

A sudden jerk of the boat at her anchor switched the transparency. Nelson moved to the doorway, supporting himself against the frame and bending to recapture the view. The last brilliance of the sun sank into the dark, restless water. The heavy gray-black cloud cover lowered like a giant stage curtain on the magnificent finale.

Nelson squinted back toward the boat stern. "Guess thet anchor'll hold'er, 'less she gits up a real hard blow. No storm warning this morning when Oi left to go to Englehard. Tarnation, gits so we depend on them dern weather birds at the weather bureau too blamed much." Nelson talked to himself sometimes.

He heard the raindrops on the cabin roof, just above his head. He saw them splash on the boat deck and stern. The drops were like small, unresistant jelly fish, thudding and bursting as they fell. The lap of the water increased its tempo, applauding the graceful dance of the trim, thirty-foot, white hull of the Virginia, named for Nelson's only daughter.

"Kin't see fit fer nothin'," he said aloud to the voiceless air, and only felt more alone.

Turning back, he found the last sandwich, left from the lunch Rhodie had packed that morning. Close by the doorway, he sat on the seat, running along and following the curve of the hull and cabin. As he chewed the bland bite, he thought: "A poor substitute fer me old lady's hot biscuits."

He leaned to rest his blue chambray elbows on his knees. He sat chewing and pondering.

"Folks prob'ly wonderin' 'bout me. I hope Rhodie won't fret and worry. Kin't expect any man to be out with this storm threatenin'. Monroe Willis, he'd have more sense than to come out, as wishy-washy, as he is."

Nelson brushed the stale crumbs from his finger tips. The rain was driving in at the door. The boat had begun to pitch. He braced himself erect, hoisted the cover of the wooden seat and hauled out a life preserver. Closing the cover on its painted-gray hinges, he placed the gray canvas life jacket on top of it. He held himself steady by the beams on the cabin ceiling, dragged his black slicker and nor'wester from a nearby hook, and dropped them on the seat. Still hanging for balance, he reached for the door frame, to avoid falling at the sudden lurch. The muscles of his thighs and buttocks froze in momentary immobility. He deftly unhooked the door from the gunwale, pulling it shut. As he turned from the door, he was thrown forward. He lunged to the fore of the cabin. He quickly grabbed for the rubber waders standing there and sat down, suddenly, on the seat, as the reverse motion of the boat carried him backward. Between the listing and the pitching, he managed to remove his shoes and pull on the boots.

The only light in the cabin was from two small, round portholes on either side, and an eighteen inch square of glass above the auxiliary wheel, below the

hatch, at the fore. It was dark and dismal and getting darker. He placed his shoes safe behind the life preserver.

"Better rest while Oi kin."

Experience left him no illusions. It was not going to be easy. From the sitting position, he leaned sideways to the left. Adjusting the life jacket for a support for his leathery neck, he lowered himself to his left side. He drew up his knees. Uncomfortable, but the best there was. It was going to be a long night.

Nelson closed his eyes. Monroe Willis .....why? God, Oi didn't want it to be thet way. Monroe wuz jest as stubborn as me. God, is this punishment? He shouldn't a' sided with thet bunch agin the rest of us. Well, why didn't he come to me? Oi don't see where'n Oi was more to blame than him, he thought sulkily.

He must have dozed for awhile. It was hard to tell. The berth was hard and narrow. The boat was a frenzy of motion. His flesh beneath him seemed to shift on the bony protrusions of his hip and shoulders. Constantly, with the motion, until he felt that they would puncture the flesh outward.

He opened his eyes to the noisy blackness. The engine's fumes lingered, as oppressive as garlic. He badly wanted a breath of fresh air.

The storm was in full fury, lifting the boat high on a watery hand; dropping it abruptly, over and over again, as the bow took a high sea; jerking it from side to side against the anchor. As the boat came down against the water, it cracked like a thick paddle rapped sharply against a flat surface. It sounded as though the boat would break in two. Nelson felt the jar and vibration and wondered if the anchor would hold her from drifting too far.

He had confidence in the Virginia. She was built for torment, shipshape and seaworthy. His own hands ministered, faithfully and lovingly, to her needs. But she was taking a beating tonight.

Nelson heard the roar of the water as it tried to devour her.

"Somethin's the matter." There was a sound of water nearer than the rain and the crashing Pamlico Sound. He had expected it. He was prepared for that assault of rain and spray. Not well enough, but ....

He found the slicker and hat in the inky blackness. He pulled them on and fumbled for the flashlight that hung at the right of the doorway. Its light was a shock to the darkness. The bucking Virginia made the extraction of the boat pump from the brackets on the opposite wall exacting. He managed to get it down and to hang the flashlight into place again. Not enough hands to tote it, too. He could use two extra pair of hands right now.

He groped for the door handle, avoiding tripping over the engine in the darkness. Cautiously, he opened the door. It was torn from his grip and slammed against the gunwale and came crashing back against his shoulder. Nelson felt the blast of the rain and spray laden wind on his face. It tore at his coat and the brim of his hat. It seemed to come from all directions at once.

Carefully, he stepped over the doorway's four-inch jamb, bending his long body to go through the five-foot opening. With his left hand he shoved the door firm against the gunwale to thwart another surprise blow. His right hand edged the unwieldy, metal-cold pump through the opening.

He supported himself against the cabin, as he won the struggle with the wind and closed the door, turning the metal handle to secure the latch. Nelson lowered himself to the cold, wet deck. He inched toward the right, searching for the loose board he knew was there. When his dripping fingers found the inch gap, he lifted the board out of its place.

In the clamoring, murky wetness, in the lulls of movement, which were scant, he managed to place the pump into the narrow opening. It took him a long while. He heard the swish of the captured water in the bilge, a faint echo of the angry waters on every side.

His right hand groped for a handhold on the gunwale about four feet above the deck while his left hand kept the pump in position. Finding the upper rounded edge, he pulled himself upward. His left hand slid up the cylindrical column of the pump to the spout arm. Steadying himself, Nelson hooked the elbow-like spout over the gunwale.

Monroe Willis ... Why should Nelson keep thinking of him? Not only was that Park Service business unfair to the people, it separated friends. Dern federal government ain't got no feelings for folks.

Nelson followed the contour of the spout in the darkness to the funnel-like top with the dowel handle across it. The wooden handle, warm after the galvanized spout, fitted the palm of his hand. His fingers, spreading to allow for the shaft connected to it, curled around the handle. He began to pump with short up and down motion.

As the cone-shaped leather piston swelled, it sealed the column and found a grip on the water in the bilge. Gradually, the level of the water rose higher and higher to the spout and freedom. Some splashed over the open top to be pumped again. He heard it.

Nelson pumped, tasting the salt spray, mixed with rain, that tried to wash him free. Frequently, he changed hands. Sometimes the pumping ceased while he hung to the side of the listing boat. Again, the thrust of the storm threw him against the gunwale, bruising the skin over his hips and buttocks. He resisted his wooden adversary, extending his arm; and the next second contracted it, to keep from being thrown to the opposite side of the boat.

His strength flagged. His motions became jerky and ineffectual as the muscles of arms and legs tired. He must rest.

Nelson lowered the pump into the bottom of the boat. He jammed it between the board opening and the boat side. He would need it again.

Edging and groping against the solid parts of the boat, he found the doorway. He felt the handle. He breathed, noisily. With trembling fingers, he sought a firmer grip on the door handle. He must conserve all effort. He paused. He bent his head and, as he lifted his chin upward, he took a great, gasping, thirsty lungful of air.

Turning the handle, he opened the door and slid sideways into the opening, holding the door tightly. He pulled it shut behind him and dropped, exhausted, onto the seat near the door and life perserver. His hands, stiff and sore, hung limp between his knees. The water ran off his slicker, hat and waders. No will to wipe it away. He let it run from his face, too.

The boat continued to madly dance to the orchestration of the howling wind, the beating rain and the discordant waters. His spirit prayed: "God have mercy."

Did he know he prayed? Maybe not. That part of man that reaches out to the infinite longed for the calm harbor. In the symbolism of his daily existence, he longed for God; a clean, white bed, dry and warmed by the wife of his youth and old age; a hot cup of coffee, sweet with sugar and heavy with cream; the glow of the electric light on the white ceiling and the green walls with their fresh, white curtains; and, the voices of loved ones in pleasant conversations. He longed for the physical comforts of home. His soul longed for God.

Monroe Willis, why did he have to keep thinking about Monroe Willis? He wouldn't. But he did. It had started over that Park Service business. Nelson had been dead set against them coming in and gulping up the people's property that way, just when it had begun to be valuable. He still didn't think it was right. Oh, he had to admit it had been profitable for him in other ways. The tourists, visiting Cape Hatteras Seashore Park, meant more fishing parties for the local boat owners. He'd had his share.

But, he'd done all right before that, too. Often he'd told himself how he hadn't really needed the Cape Hatteras Seashore Park to bring him business.

As morning approached, the storm still taunted the waters. They tossed and twisted the Virginia. In the boat cabin, Nelson was haggard. He had been at the pump again and again, all the endless night. There had been no real rest, no freedom from the onslaught of the storm, no release from the response of the boat to the unleashed energy of wind and wave. Every muscle pleaded with his brain for rest. Every rise or fall of the boat demanded an answer from some part of the man.

There, no awe-inspiring, calm-after-the-storm sunrise. Only grayness and rain. And, motion. And, wearying sound.

Nelson tried to relax, to offer no resistance to any of it. Just to accept, to become a part, to find release through unity with it all. It helped.

There was no time. He had no watch. Only the oppressive darkness fading into miserable grayness.

He did not know when he became conscious of a sound other than that of the storm. Not even how he heard it. Was it by the water or the wind that the sound came?

His heart began to thump. He pulled himself up, strengthened by hope. Clinging to the cabin side, he peered out of the little round porthole. He could see nothing except grayness.

How far away that sound? It seemed louder now. It must be another boat. Were they looking for him? Would he be visible? Better turn on the lights, conserved until now.

Still dressed in the stiff slicker, hat and boots, he made his way outside to the instrument panel and turned on the lights. He remembered the fog horn. He touched the button and the lonesome, mournful sound fought against the din. Then he listened. With his whole being, he listened. At last, more welcome than a smile returned, an answering horn. He resisted the urge to blast the horn continuously. He waited a moment, touched it again, and, listened. He sensed his tenseness and the insistence of his full bladder. The sound came again. He had been heard.

At last, his straining eyes saw the faint red and green of the dipping, soaring lights approaching. Who could it be? Tears of relief welled in his weary eyes. Gratitude flooded his heart like the sunrise that had not come.

He heard the motor slow. He had been seen. Cat-eyes, the lights leaped closer in the gloom. The rain had turned to mist. The bow of the other boat trailed its gray mantle and broke free of it.

By God, it was the Marlin. It belonged to Monroe Willis.

Nelson felt the blood rise to his face and the stricture in his throat. Of all the Hatteras fishermen, he had least expected Monroe; had least wanted Monroe.

The motor changed tempo again as the Marlin slowed. Nelson could see the silhouette of himself as the man in the other boat stepped away from the wheel to throw an anchor deftly over the side. The motor idled.

"Ahoy, there!" Nelson howled.

"Ahoy! What's yer trouble?"

"Don't roightly know. Maybe spark plugs," Nelson called loudly. Their frugal exchange was punctuated by the splash of the water on the boats and the crash of the boats on the water. The wind had taken a cue from the

rain. The lulls were more pronounced; the gusts less fierce.

"Oi'll cast ye' a loine," Monroe shouted across.

"Let 'er come," Nelson yelled, as a gust of wind seemed to waft the words from his lips across the water.

Monroe heaved in his anchor, quickly. There was a coughing sound as the motor engaged the gears and propeller. A steady rhythm of the motor took the Marlin toward the stern of the Virginia, to pass in a wide circle around it. Just before reaching the arc, Monroe cast the coiled line. It fell short of Nelson's anxious hands, as a rise of his boat threw him out of position.

The Marlin completed her course, drawing a rough circle in its wake around the Virginia. Coming around again, Monroe poised himself for the cast, a little earlier this time. The line came across fair.

"Got 'er!" cried Nelson, clutching happily.

Monroe turned nimbly back to the throttle to pull farther astern, where he shifted to neutral and threw out the anchor. There was enough slack in the line between the boats to allow for the rise and fall, even after Nelson had half-hitched it to the stern bitt.

Nelson staggered into the cabin and to the hatch. He pushed it back on its wooden runners and raised himself halfway out, to secure his own line from the bow. Turning, he cast the line over the cabin roof to the deck, near the stern. He lowered himself back through the narrow hole and closed the hatch. Once more he made his way aft.

Nelson undid the line from the stern bitt. Grasping the two lines in his aching hands, he tied the unweildy, scratchy ropes together with a square knot, cringing as he pulled the knot tight. "Pull 'er aboard, Mon," he yelled.

Monroe was already at the line. He began to heave it in, taking up all the slack. He hitched it to the stern bitt of the Marlin, dropping the excess on the deck. Both men hauled in their anchors. Monroe turned back to his instrument panel and wheel.

The Marlin's propeller churned the water to milk behind it, moving slowly around the Virginia. She pulled around, turning its bow eastward, and with her moved the Virginia. Nelson saw a patch of blue.

"Moight have a fair day," he thought out loud. How

good to be going home. The channel buoy would be in sight before long. The Virginia was still carrying a lot of water. He had a job to do.

The fetters of the storm were broken. Nelson found soiled rags and wrapped his hands to relieve the friction of the wooden pump handle. His raw, aching hands hampered him now. How rough the smooth can be to the galled.

Nelson found it distressing to pump, or to think. Thinking meant remembering the animosity he had felt for the man towing him home. He and Monroe hadn't spoken in three years. He remembered the times he had turned his back to avoid encounter. He recalled the bitterness of estrangement, especially when the quarrel was fresh. Gratitude mediated shame and pride.

Monroe had been in the small group favoring the Park Service. It still made Nelson angry when he thought about them meeting and sending that letter to Herbert Bonner, telling him the majority of the people favored the proposal. Whose majority, by damn?"

He would't ever forget their heated argument. Both of them stubborn, not wanting to hear the other's side. Neither diplomatic.

He'd called Monroe a dirty, sneaking traitor. Monroe'd called him a stubborn, backward mule. It was that backward business that riled him. Huh, he was as forward-looking as any man. He was rather proud of his stubborness, to tell the truth. That's why it'd been so hard to give up the grudge. He'd wanted to. God knew he had. Why, him and Monroe had broken winders out of the schoolhouse together when they were youngins.

They were entering the channel now and he knew that soon he must face those mild blue eyes, on a level with his own, in a face as old and seamed as his. He just didn't relish the idea.

The Marlin's motor slowed. They moved into the breakwater and the protected harbor. Nelson had removed the slicker and stood bare-headed, ready to moor the Virginia. A sudden joy swelled in his throat, not to be contained. He gave a mighty shout, "Who-oo-oo-oop-ee Lordy, lordy, She's a purty sight!" He slapped his thigh and shook his head in wonder that anything could look so good.

The docks were lined with familiar faces. There

were back slappings and shouted exchanges while the men and boys helped the two tired men put everything in order. There were curious eyes, searching for reactions. Everyone knew of the feud between the two men.

When all was shipshape, Nelson walked over to Monroe on the dock and put his swollen hand on Monroe's shoulder, very gently.

"Monroe, I shore do 'preciate your coming to git me." Said Monroe, visibly embarrassed.

"Shucks, Nelson," said Monroe, visibly embarrassed, "ye'd a done the same thing if it'd been me. You know it."

Nelson's eyes widened with self-knowledge, "Yeah, Mon, Oi guess Oi would."

Monroe looked out toward the breakwater and back. "Sure ya would."

Nelson's eyes crinkled and his mouth spread in a wide, toothless grin in his salt-crusted whiskers, "Just 'cause ya risked your boat and life, that don't mean Oi've got to agree with ye."

Monroe smiled wispily, "That's roight, ye don't."

"Well, Oi'm fer gitting me some dry stitchins and warm vittles."

Monroe looked at Nelson, "Go on along. Rhodie'll be waitin' fer ye."

Nelson turned away, head down. His weary steps took him to the land-edge of the dock and away from the curious stares that might see the mist in his tired, brown eyes, might see his trembling chin.

"Dern crybaby!" Nelson scolded himself.

THE WORLD IN HIS HAND

Not only a baseball player can learn, suddenly and horribly, that the distance between top and bottom may be less than a hand's breadth.

Jim Wyche knows the sort of man he is writing about. Born at Tallahassee, Florida, he attended the University of Alabama and left before graduation to sign a contract with the Yankees. He played shortstop for Binghamton, Denver and Kansas City, and managed and scouted for the Yankees, the Braves, the Pirates, the Indians, the Reds and the Mets.

He lives in Dunn, North Carolina, where he writes articles for several magazines, works on a novel about baseball, and umpires college and high school baseball games. In what spare time he can find, he is co-ordinator and producer of shows for the North Carolina Division of the National Multiple Sclerosis Society.

THE WORLD IN HIS HAND

by Jim Wyche

Pete's gray Mustang stopped in front of the white stucco duplex. On the days Curtis pitched, Pete drove to and from the park.

"Better take the keys out," Curtis said. He had never come to trust the natives of New York. "You know these punks up here. They'll steal the fillings right out of your mouth."

"Wish they would," Pete said. "I want a new one anyway." Then he added, "How long before you and Bon will be ready?"

"'Bout an hour. Couple of things I want to do first."

"I understand," said Pete. "Little celebration, eh?" He laughed. "We'll just have a drink or so and wait for you. Come over when you're ready. Only hurry. I'm starved."

"Right," Curtis said and bounced his angled frame up the steps to 218 Ryker Drive in Jackson Heights. Pete and Lyda Johnson lived at 216.

Curtis Lee, righthander, felt good. He had won number eighteen about an hour ago. There were three weeks more until the season ended. He would get at least five more starts. Pop Bennett might even squeeze him in a sixth time. He knew Pop would work with him. He was Pop's boy. The Mets were going nowhere and with a chance to win twenty, he knew Pop would work with him. He was almost a cinch to win twenty.

Twenty wins. No rookie had won twenty games in a decade. No Met pitcher had <u>ever</u> won twenty. And for a Met rookie to win twenty was unthinkable, up to now.

Number eighteen had been hard for Curtis. All wins with the Mets were hard. Curtis was strong. He had worked fourteen hours a day as a farm boy. But just now his strong back ached a bit just below the shoulder. It seemed the season would never end. The games got longer and the days between starts shorter. Pitching for the Mets was work.

As usual, the club was mired deep in the cellar. They had been there since the opening day loss to the Cardinals. They started every season in last place and never got out. That was the Mets.

Pitching for the Mets had to be tougher. There were no sluggers to pull a pitcher out of a close game. When the Mets did manage to score a few runs something usually happened to the defense to give the other team more. And when the team didn't score much, which was usually, the pitchers had to have a good game to win. Eighteen wins with the Mets was the same as thirty with any other team.

But Curtis had never been sorry he signed with the Mets. They were a young team. Opportunities came quicker with them. With the Mets there was a job in the Major Leagues for any man with more than just a little determination and ability.

It had taken Curtis but three years to make the Majors. With the Yankees it would take at least five. He would still be in the Minors if he had signed with the Yankees, which he almost had. He was glad he didn't. If you're going to play baseball for a living, you'd better play in the Majors. The Bigs. The Bigs, where the money is. And the fame.

Curtis stopped at the table in the hall to look over the mail. There were the usual fifteen or twenty fan letters, a bill or two and a letter from his agent. He did not open the letter. Any endorsement or personal appearance could wait until season's end. His bargaining position would be better then.

He looked in the mirror over the table. He was tired. He could see that. But he could see, beneath the tiredness, his satisfaction. He could see, beneath the work and sweat, his moment of recognition; a moment which would last his lifetime, he knew.

He looked and he knew tonight was for celebrating.

"Bon," he called, "Where are you?"

"In here, Honey," Bonnie's excited voice answered from the kitchen. Curtis knew she had listened to the game. Her voice was trailed off when he lost. Today it was a pitch higher and tinkled. "I'm opening you a beer."

"Good girl."

Curtis spoke to the mirror. "Well, Mr. Lucky, you are now, as of today, a man. Tonight you touch it off. Tonight we celebrate. Twenty-ones years old today and a big win. You have turned the corner; it's down hill now. And next year will be a new year and the biggest

yet. It's just starting. Gravy from here on in."

He knew he was Mr. Lucky. He had Bonnie. She had been through the losing seasons in the Minors with him. And Ricky, just a year old. Already he thought of the good future for Ricky. Ricky would not have to plow a furrow, or milk a cow, or pitch hay, or set tobacco plants, or tend the barn, or feed hogs or sell eggs. Ricky would go to college. He would join a fraternity. If he wanted to play ball, that would be all right, too. But Ricky would not have to play ball to get away from the farm. Ricky would have a chance.

Curtis ran his hand over his short, bristly blond hair. If he was in high school now, he knew he would not wear his hair long like the kids he saw at the ball parks. He did not like the New York kids. That is why he had bought the house in Alabama, just outside town. He and Bon would raise Ricky in a small town. Ricky would hunt and fish, and live clean and healthy and unafraid.

"I need a hair cut," Curtis told the mirror. His hair was not as light as it had been when he first started playing ball. That was because he had been in the sun more then. Now he never got outside in the summer except for the games. And then, he wore his cap. Most games, even in the Majors, were at night. Curtis slept nearly all day after a night game and just loafed around the house playing with Ricky until time to go to the park. Except when the team was on the road. Those days he spent in the hotel lobby or the movie when there was a night game.

Four years had changed Curtis. Not much physically. He was about the same size. He had always been big and raw-boned with long, thick arms and big hands. The fast ball blazed from the big hands and long steely fingers. His thick, strong wrists could turn a curve ball as if it rolled off a table top. And there was power in his sloping shoulders and thick chest. But his face had changed.

Four years had brought a different look about the mouth. Four years ago there was a faint determination about the mouth. The corners pursed with this determination. Now he detected a faint smile turning the corners upward. The mouth was not so grim as it had been when he was a farm boy. Could it be that he did not possess the same determination he had always displayed in every-

thing he tried? He thought not. He was just more sure of himself, more secure. He was a man now.

The bonus had changed all that. The bonus and Bon and the Major Leagues. And then, Ricky.

Curtis signed with the Mets for $35,000 the day he was seventeen. The Yankees had offered him $20,000 and he almost jumped at the scout, ready to sign. But his father would not agree. And since Curtis was still a minor, Mr. Lee had to sign the contract, too. Mr. Lee wanted to explore all opportunities before agreeing. He knew Curtis had always wanted to be a Yankee, but he also knew that money was important. He knew that this opportunity to bargain for a bonus came but once. So Mr. Lee talked with the Met scout.

Curtis never regretted that his father took this step.

Now he was almost a cinch to be named Rookie of the Year. Next year his salary would surely move into the comfortable five figure bracket. He thought of this. He thought he would ask for $25,000, settle for $20,000. Quite a jump from his Major League minimum of $7,500. But he knew it would come next year. Rookie of the Year. Public appearances alone would mean at least $10,000 more.

He smiled down at his right hand.

He said to the hand, "You've got the whole world right there." He opened the palm and looked at the long fingers. "We'll go places together, Pal. It's been a hard row, but the sun's coming over the hill for us now. We're on the way."

Bon brought the beer.

"Good and cold," said Curtis. "Thanks, Honey. Where's Ricky?"

"He's over at the Pope's, playing. I want him to get good and tired so he'll go to sleep easy for the sitter."

Curtis drew Bon to him. He liked little women and she was just a bit of a thing. Barely up to his shoulders, with long blonde hair piled high on her head to make her look taller. He liked the hair better hanging to her shoulders and she would wear it like that tonight. Her eyes were bluer than an iris blossom and clear as a mountain stream, bubbling and shining. In the white shorts her tanned skin looked as if she had just stepped out of an ad for a Bahama holiday. The sight of her,

and her nearness, sent a wave of hot pins through Curtis.

He kissed her softly on the cheek, then the nose. Then he drew her mouth to his and held her tight and warm.

"We don't have much time," she whispered.

"We've got enough," he said. And he picked her up and walked through the living room and down the hall. "I told Pete I'd be an hour. He understands. And I deserve a reward for today's game."

When Curtis picked up the sitter, he told her they would be home by midnight.

"We might be a little earlier than that even," he said. "We have an afternoon game tomorrow and Pete wants to get in early."

Pete played third for the Mets. He and Curtis had gone through the Minors together. They had played at Erie and Mobile and both stuck with the Mets this spring. Pete was six years older than Curtis. He had gone to the University of Indiana and had served two years in the Army before he signed a pro contract. Pete and Lyda had no children. They loved Ricky as if he was their own.

Lyda met them at the door.

"Where you men taking us?" she asked. "Pete says it's your night and up to you."

"The Dutchman's," Curtis said.

The Dutchman's was Paul Daube's Steak House on West 169th Street, in sight of Yankee Stadium. Curtis liked the Dutchman. Paul Daube always made him welcome. The Dutchman was an avid sports fan and his place was filled with sportsmen and sports admirers. For special customers he had a semi-private room to the rear. The floor was covered with saw dust, and in the corner was a black, pot-bellied stove. Around the walls German beer steins hung, or stood on shelves. A tremendous black German Police dog named Heinie was always curled up near the door. On the tables were checkered cloths and menus printed in German and English. Other than steaks, the menu consisted of German food. The Dutchman could always count half a dozen or so sports celebrities in the room. They got favored treatment.

As Pete paid the toll at the Triborough Bridge he said, "Tonight's on me. Everything. It will be my first party for a celebrity. And especially one who is legal."

"No, tonight's on the Dutchman," Curtis said. "He

told me at the game today."

"Good. I'll let out all the stops," said Pete. "I'll order the eight dollar steak and champagne."

"It's champagne for everybody tonight," Curtis said.

They were still ordering when Pete stopped in front of The Dutchman's.

"Howdy, Mr. Lee," the big Negro attendant said.

"Hi, Max. Park this for us?"

"Yessir," said Max. "Good game today, Mr. Lee. Number eighteen, aint it? You'll get twenty easy."

"Looks pretty good now, Max," said Curtis.

"Mr. Daube, he won two grand on you this afternoon. Bet you won't have to pay for nothing tonight," Max beamed.

"It was six thousand, Max," came a correction from the door. It was Paul Daube and he stepped out the door to meet Curtis and Pete at the curb and shake their hands. "Hello, Mrs. Lee, Mrs. Johnson," he said to Bon and Lyda.

And to Curtis, "It was six grand, right. So all the birthday party is on The Dutchman. That is, if you aren't afraid to consort with known gamblers."

Curtis felt the eyes follow him through the main dining room to the rear. He heard the whispers and signed two autographs. He liked the new recognition. It was just beginning. Next year he would be a celebrity.

The night was perfect. The steaks and champagne and the fans who wished Curtis luck. And Bon enjoyed it as much as Curtis. It was midnight before they left.

When Curtis came from taking the sitter home, he said, "Honey, I'm beat. What time you have to get up in the morning?"

"I have to be at the beauty parlor by ten."

"Don't wake me 'till about nine then. Or whatever time you get breakfast ready." Curtis fell into the bed. "And don't let Ricky wake me before then."

He only lay there for a minute before going to sleep. What a mixed up life, he thought. Breakfast at eleven one day, eight the next. Night games one night, day games the next. Dinner at eight one night, twelve the next. What a life. But life the other six months was worth it.

Bon called him at nine. "Breakfast, Honey."

Ricky climbed on the bed and they wrestled for a minute.

"Hurry, Honey," Bon said. "I have to leave in a minute."

Bon was leaving as he still ate. "I'll take care of Ricky. Go ahead and get beautiful," he told her.

Curtis picked Ricky up. "Come on, Slugger. We've got some work to do while your mother's gone."

He set up Ricky's pen in the basement and plugged in his new power saw. Curtis was surprising Bon with a corner knick-knack shelf.

He liked the saw. It was fast and smooth. It had been a gift from one of the fans at a special night last year at Mobile. With a tool like this, any amateur could make furniture. He might even make a table or a spool bed. Bon would like that, a spool bed. The saw worked fast and quiet.

"Watch out, Ricky," Curtis said. "Don't swallow that ring." Ricky had Curtis's Southern League Pennant Ring in his mouth. Curtis took it and put it in his pocket. He started the saw again.

Wonder what Ricky will be when he grows up? If he wants to be a ballplayer, I'll let him. But I won't make him. He might be a mathematician. Maybe he'll be an astronaut or a scientist. Watch out! That damn saw is fast. Smooth and fast and quiet. Maybe he'll be a writer. On an actor. Hell no, not that. What if he's a dancer? What would I do if Ricky wanted to be a damn dancer?

He looked at Ricky. "Stop that, Ricky. Put that down." Ricky had his watch. "Put that down!"

He felt a sting in his right hand. He looked down and blood spurted and gushed from the hand.

"Oh, Goddam!" he said. "My God!" He dropped the saw. It was still running. He ran for the steps. Ricky started crying. Curtis ran back and shut off the saw and picked up Ricky. Ricky was looking at the bloody hand and crying.

"My hand! My God, My hand!" Curtis said.

Ricky cried louder. Curtis held him tighter and ran up the steps from the basement. He looked back and saw the index finger lying on the floor by the pen. It had been cut off at the second joint. The second finger hung by a shred of skin and the third was badly mangled. Blood gushed, spattering the walls. The blood gleamed as it spurted. The red splashed through the air and onto

Ricky and Curtis and the walls as Curtis ran for the front door.

Curtis applied pressure at the wrist to try to stop the bleeding. He burst through the door and over to Pete's.

"Pete!" he screamed, kicking the door. Ricky cried louder. Ricky was covered with his daddy's blood. "Pete! For God's sake! Pete!"

"What the hell do you want?" Pete growled as he opened the door in his shorts. Then, "My God! What happened? Curtis! What the hell happened?"

"The Goddam saw. Get your keys. Hurry!"

Pete grabbed his pants and exploded through the door, pulling on the pants as he ran to the car. He was barefooted with no shirt, but he had the car keys. That was the important thing right now.

Lyda took Ricky and got in the back seat. Pete turned on the lights and sat on the horn all the way to the hospital. It took a bare eleven minutes to consume the twenty-six blocks to Astoria General Hospital.

In another minute Curtis was in the emergency room with an assemblage of doctors and consultants.

Curtis heard them talk; heard them agree with each other. The second finger could not be saved and had to come off. The operation must be performed immediately.

When Bon arrived, escorted by two policemen, Curtis was under sedation. Two fingers were gone from his right hand, his pitching hand.

Bon talked to Dr. Sherrod. She was amazingly calm. She nodded as the doctor spoke of possible complications and effects. She talked with reporters and friends. The doctors suggested that she rest, but she would not.

"Wouldn't you like a sedative, Mrs. Lee?" one of the nurses asked.

"No, thanks. I'll just wait until Mr. Lee wakes." And she sat with Lyda and Pete.

She told Pete to go on to the park. There was nothing he could do. "I'd rather see Curtis alone, anyway."

She talked with the nurse on duty. "Can I go in and wait? Can I sit in his room?"

"The doctor said it would be best if you waited in here."

"What if he wakes up and I'm not there?" Bon de-

manded. "I want to be with him."

"There's a nurse with him, Mrs. Lee. You can't do anything in there. As soon as he starts coming out of it, the doctor will let you know. Don't worry, now; just try to relax a bit."

She sat down and tried to do what they said. Her mind could not relax. She hoped Curtis would understand that the world had not ended. They still had each other--and Ricky. It would mean a new job, and new friends. Maybe a struggle for a while. But he could stay in baseball. He could coach or manage or scout. He could even work in the front office. Bon had been to college and could get a job. She was a good secretary. And Curtis could be an advertising executive or a salesman, or something. Both of them could work. It would be all right.

A salesman, or something. Saying it like that sounded awful. So final and unimportant. And Curtis was important. For the first time, Bon was not sure of their future. For the first time, she knew Curtis was not sure, either.

What about Ricky? If they both worked she would have to leave him at a nursery. Other mothers did, so it would not be too bad. But she'd have to think and plan later. The problem now was to make it easier on Curtis.

She knew the shock would be great on Curtis, maybe too much for him. And how to adjust when the shock wears off would be a great problem, too. When Curtis comprehended what had happened--his great career, his future, their future. When this fact slapped him in the face realistically, then would come the test. She had to make Curtis know their life together was all that mattered.

She lay her head back and closed her eyes.

Dr. Sherrod woke her. She remembered where she was as Dr. Sherrod said, "You can see Mr. Lee now. He's awake and doing fine."

She went in and sat on Curtis's bed. "How do you feel, Honey?"

"Oh, fine," Curtis said, sarcastically. "Just fine. I am fine. A one-handed pitcher. Out of a job. I feel just dandy."

"Dr. Sherrod says you're all right," Bon said.

"All right, he says? He does, eh? What a lousy, stinking joke. How in the hell can a ballplayer be all right with no hands? I wish he'd lose his eyes, then he'd see how all right he'd be."

"Take it easy, Honey," Bon said. "You didn't lose your hands, just two little old fingers, on one hand." She kissed him.

"Bon, Baby, you just don't seem to understand. You don't understand at all. I'm through. A pitcher without fingers." His voice cracked. He looked away from Bon. He struggled to hold himself in check. He felt his throat tighten and his eyes blur. "It can't be, Honey," he said. "I'm through. I'm finished. I don't know anything else. I don't have a thing left. I might as well be dead."

"Stop it!" Bon said. "Curtis Lee, you stop it right now. You have me and you have Ricky. And a million friends." It was a struggle for Bon to keep her voice steady. She fought to smile just a little. She could not smile big, but she managed a little one. She said, "We'll just change jobs, that's all. Just like being sent to a different team. We always got over that, you remember. And you can stay in baseball. There are other jobs in baseball besides playing. This is not the end of the world. It's just a matter of two adults experiencing a temporary setback." She did not know how it sounded but she hoped it made sense.

"No, Bon, everything is gone now. Why me? And why now? Just when we're getting on top."

Curtis lay ashen on the white, starched pillow. His face was drawn, the cheeks pale and sunken. His eyes glistened with a far off gaze. A drop of water fell on his chin as he looked down at his bandaged right hand. He touched it to see if it was a real bandage. He was not dreaming. Bon was there. The hand was there, or part of it, anyway. It was no dream. Another drop fell on his cheek.

"Ricky won't ever know his Dad was a Big Leaguer. If it had just been my left hand, that would have been all right. Not all right, but different. But now. Why, Bon, why?"

He broke down. Bon walked to the window.

Dr. Sherrod came into the room.

"Mrs. Lee, I'm afraid we'll have to leave Mr. Lee

alone now. He needs more rest."

Bon kissed Curtis and followed Dr. Sherrod out. She tried not to cry.

Curtis braced and managed a smile. "Don't worry, Honey," he said. "I'll be all right."

Dr. Sherrod took Bon to the private lounge. As she sat on the cot, he handed her two sedatives. "Take these. We'll wake you when he can see you."

Alone in the private lounge, Bon locked the door.

It will be another world. A different world. Please, God, don't let Curtis be bitter. Help him. If there is just a certain amount of strength to go around, please give him my share. Help him, God, please help him!

She dried her eyes and knelt beside the cot. She was sorry Ricky would never know what a great ballplayer his Dad had been.

Selections from two novels in progress

SO ILL TO WIN

KNOW MYSELF A MAN

SO ILL TO WIN is the story of a young woman trained to mannered conformity but inspired to rebellion and the search for freedom. In this excerpt, she meets her former lover on the eve of her marriage to the son of family friends. She tries to clear her heart of that old love, and for a time believes she has succeeded.

Brenda Kirschner was born and reared in Connecticut and graduated from Elon College in North Carolina, where she contributed both poetry and fiction to the college literary magazine and became its editor. She is a coordinator for the Cleft Palate and Speech Rehabilitation Center of the North Carolina Memorial Hospital at Chapel Hill.

KNOW MYSELF A MAN deals with Adam Jackson, an unsophisticated but strong-natured and sensitive young mountain man, who feels trapped in the hospital where he struggles to recover from tuberculosis and find answers to the riddle of his place in life. Here, Adam and his roommates undergo the ordeal of routine medical examination.

Cherry Parker, a native of Kentucky, took degrees in nursing at the University of Tennessee and the University of North Carolina. She has published articles and short stories in trade journals, juvenile magazines, college literary periodicals and newspapers. She is married to an administrator at the North Carolina Memorial Hospital at Chapel Hill and is a nursing consultant for the Department of Hospital Administration of the University of North Carolina School of Medicine.

from

SO ILL TO WIN

by Brenda Kirschner

She could see the bookstore down the street. A pole stuck out from over the front door and a faded board hung from it. A couple of black letters had faded out leaving little gray spaces where a letter should have been. Every fall Mr. Guyer painted in the letters again and people would stop and watch him. He'd smile and nod his bald head up and down, and every spring after the snow melted, a couple of letters would be gone again. It had become a special kind of occasion, watching Mr. Guyer paint the letters, knowing all the time that some would be gone by the next spring.

It wasn't a musty little bookstore. It was big, with long plank wood floors and white frosted lights pressed up high against the ceiling. Tall metal shelves stuck out from the walls, holding together rows of books wrapped in clean covers. Once she used to meet Gordon here, every night. They'd sit on the floor and he'd read to her and then afterwards they'd ride out to the dirt road behind the reservoir. She only saw him once in a while now. At a party, maybe down town. They'd say hello and then he'd look at her and smile. Once he'd told her that she was doing a pretty good job of playing the role, but she might as well forget it around him. She stepped up to the book shelf at the end of the room and ran her finger along the row of books. Gordon was finished and they both knew it. She had him pegged.

Constance pulled a thin book out from the neatly stacked shelf. T.S. Eliot, The Wasteland and other selected Poetry. Read it before, at home in one of the piles of books in the closet. She stuck the book under her arm and walked over to the foot stool in the corner. Mr. Guyer put the stools out so people could stand on them; then you could reach the top shelves. But, you hardly ever saw anyone do it. They were usually used for sitting in a corner and reading on. Constance pushed the stool away from the shelf and sat down. She put the book on her lap and opened it. People were standing in groups of twos, talking softly as if they were in a

library. She closed her eyes and leaned her back up against the row of books behind her. The room smelled like dust and printed pages. A soft smell, the kind you could only find in a bookstore. She kept her eyes shut and listened to the murmur of voices and the shuffle of feet on the wood floor. Shoes scuffing, hard shoes, maybe boots. She listened as the heavy scuffling noise came closer and then stopped in front of her.

"Connie, I saw you come in here." It was Gordon's voice. Clipped short words, a young voice. She used to listen to it in the car and it was exciting, the way he talked with words jerking in little spurts out of his mouth. Now it was nothing.

"So I figured, how could I pass up the big chance to have a little gaff with the noble Constance Berry." He was trying to play it cool. That's what he used to say, play it cool, kid, play it cool.

Constance opened her eyes and looked up at him. He still looked young. Dirty brown hair in lazy strands around his face, poking out behind his ears. Short, looking like a kid on a cereal box in faded blue jeans and rumpled blue shirt.

"There's nothing to gaff about, Gordon." She was going to take his advice. Play it cool. Not let him bug her about a damn thing. Gordon could sure dish out the medicine but he had a hell of a time taking it.

Gordon rammed his fists harder into his pockets and then grinned. "Look, kid, don't sweat it. Robby boy won't hear a thing from me."

Constance slammed the book shut and held it tight in her hand. Gordon was always digging, pulling out anything he could to get at her. "Get off it, Gordon." The words were low. The book cutting into her hand, sharp thin edge, he had muddy brown eyes too. Should have noticed it long ago.

Gordon pulled his hand out of his pocket and held them up in the air. "See, no weapons, I come in peace. Not bearing gifts, just old times sake type of conversation."

Constance leaned back against the shelf and placed the book in her lap. "Why that was real, sweet Gordon. Since when have you become the sentimental type?" She let the words roll out soft. Sarcastic. She'd play his game for a while. Let him know she had learned her

lesson well.

Gordon folded his arms across his chest and leaned against the bookshelf. He looked like a top that had just stopped spinning and now lay restfully on its side. Brown tousled hair, cheeks smooth and clear.

Watching her. His eyes saying okay, kid, it's your move. Looking at her sweater, a slow steady look up and down. She knew he was remembering.

"Is that what you really wanted, one last look?" Constance watched him, her hands lying on the cover of the book. Let him stare, try and make her feel nervous under the green sweater. He always tried to make her nervous, looking at her, asking questions. Always asking questions.

"I've never found anything wrong in what I saw." Gordon pushed his shoulder harder against the bookshelf, trying to get comfortable. "But that's not why I wanted to talk to you."

He was watching her face now. When he talked he would look right at you. Trying to get inside. Get inside everyone else but never himself. She knew he was waiting for an answer. Wanted her to ask why. Let him know that he could get to her. She could still hear people in the store. Mutter of voices, someone laughing softly under his breath, muffled as if in another room.

"I mean, I've never really figured you for the type to try and use someone, so what's with Robert and you?" Gordon lowered his voice. Whenever he got in a deep conversation with someone, he'd lower his voice and it would come out all pressed and croaky in his throat.

"Just what is my type, Gordon?" He used to say he could read her like a book. Telling each other in children's voices that they loved each other and at night at home in bed, she'd wish he was there to make love to her again.

Gordon straightened up and shoved his hands back into his pockets. "I don't know anymore." The words came out fast and he forgot to make his voice low and rumbled. "I used to think you had the guts to be different."

"Sometimes it takes more guts to try and be like everyone else." She didn't want to be different, climbing mountains somewhere. Gordon was always climbing mountains and if the mountains weren't there, then he'd

make them. Always climbing to the top. But then, Gordon wouldn't really know what to do with the top of a mountain except maybe hate it.

"Connie, you've got brains. Why in hell don't you use them?" Gordon was pacing back and forth between the rows of books.

Constance stood up and pushed the book back into the shelf and then turned to him. "How do you think I should be different?" Try and stay calm. Hard to keep a real grip on things around Gordon. "Do you think I'd be better off with hair down to my knees, be pale and march for the cause of the moment?" He had no right to question her. None of his business. Wasn't at all calm, getting excited. Constance pushed a hand up toward her hair.

"Yes, I think you'd be a helluva lot better off like that than married to this guy." Gordon had stopped walking and was standing close to her now. He had small ears, the kind that were little and round and hardly had a lobe at all. There really wasn't any point in trying to explain it to him. Couldn't understand anything he didn't like. Never even tried.

"You don't know anything about him." Constance pushed the words out slowly as if talking to a child.

"We both know him." Gordon tilted his head and then smiled. "Big house, cocktails for forty, no more, no less. We used to talk about this kind, remember?"

He wanted her to remember. Constance lifted a hand and rubbed it lightly across her cheek, Robert's ring was hard and cold against her face. Remember things that never really happened but were so long ago that you hoped they did. Gordon was still a little boy, even dressed like one. So busy trying to learn how to be grown up that he got left behind. She wanted a cigarette. Go home, wash her face, lie between cool sheets and have a cigarette before she turned off the light.

Constance stepped past him and walked to the aisle. "Gordon, let's forget it." She stopped and looked back at him. "Don't you see it doesn't matter anymore what we used to say?"

The smile on his face sagged and melted into a frown. He looked as if he wanted to say something, something important but he just hadn't figured it out yet.

Outside, the cool night air felt good on her face. Constance walked away from the bookstore letting her arms swing back and forth, moving with the long strides of her legs. She was glad she went to see Gordon. It was all finished, the dragon was dead. She stopped at the street corner and lifted her head up. Stars like little white flakes of snow. Used to think that that was winter up there, waiting to come down in soft wet flakes. The panic feeling was gone now, just kind of shaky. Gordon was really over, nothing left of him.

from

KNOW MYSELF A MAN

by Cherry Parker

"M-U-L-E T-R-A-I-N," Hinckley announced. "Stampedin down the core-ee-door." He sat in his every-morning-watching place, in a straight chair blocking the doorway of 301.

"The big dog?" Adam asked.

"God, yeah." Hinckley scooted the chair back into the room. "Him and a whole caboose of new residents, a aide to wipe up all the spilt blood, and Mrs. Sugar Sham. In person."

Adam could hear them coming now. The chest surgeon. His followers. No one talking, they were in a trot, someone was pushing the dressing cart, it creaked, why didn't they ever oil it? You got used to the big noises after awhile--the roars, the motors, things being dropped in the hall, it was the little noises that finally got you.

"I'd sure like to quieten that cart with a good overhaul job," Adam said. "Puts me on pins and needles."

"It's slowin down," Hinckley's voice and face registered surprise. "Here?"

"It is. No one here's had surgery yet."

"Not <u>yet</u>. Who's gonna git on the morgue list?" Hinckley pointed at Adam, "Eenie," at Mr. Crump, "Meenie," then to himself, "Minie, mo..." His eyes goggled.

The doctors streamed into the room, the head nurse and aide dragging behind. "Morning." The big dog doctor of them all didn't ever say much and when he did, he didn't mess around with pretty talk. He never spent the time of day smiling or bragging, but you trusted him, even before the word got around how many he'd cured with the knife. Still... Adam felt his heart beating faster.

Hinckley stood up, attempting to smile, his right hand in a salute against his faded straw hair. "This is a mom-mentemous occasion. A busy doc like you droppin by." He saluted the nurse, "Missus Cunningham. Welcome to this corner of the convulsant hospital."

"Convalescent," the head nurse corrected in a surgary tone. She turned toward the big doctor. "Would

you like to examine Mr. Hinckley?"

"Be my guest." Hinckley was climbing back into bed. "I never felt better in my entire life than I do right now, doc. Why, doc, I could lift 300 pounds without no pain, no strain. My lungs have got so rest-cured I could breathe a whole tanka chalk dust without hacking onct. Examine me, doc. Feel free."

Bull. Adam jerked at his bedcovers. Hinckley was plum pale around the gills, scared spitless the big dog might be aiming to push the knife his way. Bowing and scraping to the head nurse, when he was the very one named her Mrs. Sugar Sham. She was, too, Hinckley hadn't missed on that. 'Yes doctor, yes doctor,' always to the big dogs. To the patients, sweet, sticky-bitter as a honeycomb doused in quinine. 'Mister Crump, you m-u-s-t be out of tissues, having to cough behind your hand that way. Maybe you'd like to scrub your hands, Mr. Crump. We'd never conquer the tubercle bacillus, would we indeed, without soap and water?' Bull. To Hinckley. To Mrs. Sugar Sham Cunningham. When you got down in the short rows, they were nothing but egg-suckers. Both of them.

The big doctor studied Hinckley over his mask, his keen blue eyes telling nothing. "Calm down, Mr. Hinckley," he said. "Your last X-rays looked fairly good." He moved on to 301-B.

Adam's breathing got tight.

Closing in on you like that, they stirred the air, their gowns flapping, smelling clean-washed, disinfect-soaked-and-dried and then ironed in so the clean would stay. So many of them, ganged up at the foot of his bed, but they wouldn't press in too near, might catch his red bugs. This breathing, did they notice? Couldn't say boo to save my life right now. So many of them, they sap the good from the air, a fellow can't breathe, what do they want with me, what will they tell me now?

The big doctor faced the residents. "This patient," he said, "twenty-two years old, was admitted two years ago with a lesion in the lower lobe of the right lung...."

They don't see <u>me</u>. I'm a right lung to them, a lobe with a hole in it. Dammit to hell, dig it out, I don't care any more. I just want to get the hell out of this place, the big dog knows his business, let him cut it out. I'm ready.

Adam snatched in his breath. "Doctor," he said, "I..."

"Interesting history," the doctor said. "I hope each of you will read his chart."

"Is he a candidate for surgery?" one of the residents asked.

"No." Suddenly, the big dog smiled at Adam. "On PAS and strep, and now, INAH, he's finally making good progress."

Good progress. Adam's big hands relaxed. He hadn't noticed he'd been grasping the sheet. The edge of it dropped from his clutch, wrinkled, twisted and damp with sweat.

"Mr. Crump," the doctor had proceeded to the next bed. "How do you feel?"

"Completely encompassed," Mr. Crump sat propped up on pillows, his foxy face glaring at the doctors.

"Encompassed?"

"Encompassed. I am averse to crowds."

"Now, Mister Crump," the head nurse was all but singing a lullaby, "you must try to be cooperative. We're all here to help you, you know."

The big doctor dismissed the nurse with a wave of his hand. "Let's hear from Crump." He leaned on the end of the metal bed. "What's bothering you?"

"Claustrophobia."

Mr. Crump was squawky hoarse, mad as the devil at a baptizing. Adam watched as the old man started to cough, grabbed for his spit-cup and hawked in it after trying to turn his head away from the doctors. Having to spit and them watching: it shamed a man.

The big dog took his hand off the bed and waved it again, this time to direct the attention of the doctors to himself. "This is the case we discussed at beginning of Rounds," he said. "This patient is justifiably discouraged by his slow improvement."

"Is he a candidate for surgery?' The same resident was at it again.

"Where were you when we reviewed the case?" The big dog drew his heavy eyebrows together in a frown. "Wait in the conference room, all of you. I want to speak to Crump."

The others filed out, quieter than they had filed in, all but Mrs. Sugar Sham, who wiggled over to stand

beside the big dog. She wasn't too old, thirty at the most: her black hair was parted in the middle and fluffed out at the sides, it had no gray in it, her eyes were greener than the doctor's gown. Shapely enough, she was purely pleasing until she opened her mouth under that mask and you pieced together what she meant by what she said.

Her eyes smiled at the doctor, then at the patient. "Now Mister Crump," she coaxed, "please try to give your undivided attention to what the doctor has to say."

Mr. Crump put his wax-cardboard cup on the bedside table, carefully fitted the lid back on it, then viciously pushed it to the far side of the table.

"Distasteful," he said, and shut his mouth behind the word.

"Yes." The big dog walked around the bed, nearer to the patient. "Mr. Crump, you've been here twenty-six months. Before that, at home, you had this disease --we don't know how long, but it was far advanced when we admitted you here." He paused, observing Mr. Crump.

Hinckley and Adam stole a look at each other. Mighty long speech for the big dog. Was Hinckley thinking the same thing he was? The big dog's convinced old Crump's losing out fast.

"Mr. Crump," the doctor went on, "our conclusion is that thoracic surgery will be beneficial to you."

Mr. Crump said nothing. His short hair seemed to bristle as he stared at the doctor.

Eye to eye, they were playing a game, the one where you see who can stare who down first. Crump looked fierce, but the doc wasn't backing away any. His voice and his eyes held conviction. "I strongly recommend surgery," he said.

"I find your recommendation totally unacceptable." Mr. Crump had been sitting ramrod tall for the past few minutes. "Totally!" He eased back against his pillows.

"Now Mister Crump," the head nurse was on her soapbox, "always remember that Rome wasn't built in a day. It takes time, and a cooperative spirit, to get well. You DO want to improve, don't you?"

The big dog bushed his eyebrows and the nurse stopped her preaching. The doctor spoke encouragement, "With this operation, Mr. Crump, your prognosis looks good. Think about it. Have Mr. Crump in the treatment

room at three o'clock," he muttered to the nurse. "I'd like to see him alone there."

Mrs. Cunningham followed the doctor out of the room. "Yes, doctor," she said cheerily. "At three, doctor."

"That woman," Hinckley said, "is a brown nose, first class." He put his thumb to his ear, wiggling his fingers. "That to Mrs. Brown Nose Sugar Sham."

"If you feel that strong," Adam said disgustedly, "why'd you act so proud to see her when she came in with all those big dogs?"

"The show must go on, Country Boy." Hinckley sighed. "Come hail, or hell, or high tide...Crump had better learn it, too. Hey Crump," he blasted, "I tell ya this to help not hinder. They're the VIP's, they've got all the free tickets. When they say shuffle to the Deep Ellem Blues, you shuffle--even when your feet are just killin you, you pin on your Sunday-smile and you jig like hell. Get it?"

"Rome," Mr. Crump was talking to himself, "The Eternal City. Never finished."

He hadn't heard a word Hinckley said. He was scratching around in his drawer. "Nothing is built in a day." He pulled out his faded wad of old newspapers, "Nothing ever gets built." He removed the string and started reading.

"Did you hear what the doc said about me?" Hinckley changed the subject. "My X-rays look good--like a X-ray should."

"I'm making progress," Adam smiled. "After two years of resting, and reading, and thinking, and resting some more." He glanced in Crump's direction. "But I'm sorry about him," he said.

"That's the way the old wheel spins." Hinckley made circles in the air as wide as his short arms would reach. "Around and around and around she goes--where she ends up, nobody knows."

"Shh-" Adam pointed to Crump.

Mr. Crump peered at them over his newspaper. "Reserve your crocodile sympathy for each other," he told them. "And your advice. I shuffle for no one, and to equalize the situation, I expect no one to shuffle for me."

For

VOL. 45, No. 3

See

C378
UJ3.1
1966-71

UME XLV NUMBER 4

ERSITY OF NORTH CAROLINA
AT CHAPEL HILL

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EXTENSION BULLETIN

DUCATIONAL TESTS

SCHOOL SERVICES
BERNETHY HALL • PHONE 933-1101
HAPEL HILL, NORTH CAROLINA 27514

SEPTEMBER 1966

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E XLV NUMBER 4

CONTENTS

FOREWORD
SCORING
INTELLIGENCE
ACHIEVEMENT
Foreign Language
Language Arts
Mathematics
Reading
Science
Social Studies
APTITUDE TESTS
INTEREST INVENTORIES
PERSONALITY and GUIDANCE
MISCELLANEOUS
INDEX

University Extension Services

The Extension Division is the administrative agency through which the University extends its services to the people.

In addition to the SCHOOL SERVICES described in this catalogue, the University of North Carolina offers the following services to the people of the state:

Audiovisual Education. Audiovisual materials and services are available to schools, colleges, civic groups and other agencies. Films for community programs, business and industry, and other adult groups are made available each month through public libraries. Individuals may book films for use in conjunction with correspondence courses through their public libraries or through the regular film rental service of the Audiovisual Bureau.

Class Instruction. Extension courses, primarily in graduate courses in professional education, are held both on and off the campus for in-service teachers. Students who take courses in approved locations away from the campus may earn as much as six semester hours of graduate resident credit toward an advanced degree. Those who take courses in locations not approved for resident credit may earn graduate extension credit.

Community Adult Education. Consultative and instructional services are provided to community groups interested in programs of general, non-credit adult education.

Correspondence Instruction. University courses are made available by correspondence to those students who cannot attend regular sessions on campus. The courses are written and taught by regular faculty members or qualified specialists approved by the Chancellor. Detailed information concerning these courses is contained in the special catalogue prepared in the Bureau. A USAFI bulletin is also available for men in service. As much as one year of academic credit can be earned by correspondence toward a degree at the University of North Carolina.

Evening College. A two year residential program for undergraduates is held on the campus during the regular academic year. Qualified students may earn as much as one-half the credits required for a degree in this evening program.

Residential Adult Education. This Bureau develops and organizes non-credit adult education programs and conferences to be held on the campus. Anyone interested in such programs should contact the office at 209 Abernethy Hall, Chapel Hill, telephone 933-1125.

Television Instruction. From time to time extension courses in regular University subjects are offered on Channel 4, WUNC-TV. These courses are taught by members of the University faculty and, when all requirements are met, give the same credit as courses in residence.

University of North Carolina
Extension Bulletin

Educational Tests

Bureau of School Services
Chapel Hill, N. C. 27514
204 Abernethy Hall
Phone 933-1101

Foreword

The use of standardized tests in instruction has become accepted practice in public schools of today. The need for a central depository where teachers can go to examine and select tests appropriate to their needs and also receive professional counsel on testing problems is always pressing.

Ninety per cent of the State's elementary schools with four or more teachers have used one or more kinds of published tests within the past two years according to 1467 replies to a questionnaire issued by the Department of Public Instruction in a recent survey of testing practices. Almost twenty per cent of these schools have a continuing or long range program of testing.

The services of the Bureau of School Services of the Extension Division of the University of North Carolina can be of inestimable value to the public schools of North Carolina in this phase of instruction.

Table of Contents

Foreword 3
Scoring Services for Schools 7
Ordering Procedure 8
Intelligence Tests 9
Achievement Batteries and Tests 25
Foreign Language 33
Language Arts 35
Mathematics 41
Reading 51
Science 61
Social Studies 63
Aptitude Tests 65
Interest Inventories 69
Personality and Guidance 73
Miscellaneous 77
Index 79

Scoring Services for Schools

The School Service Office does not score answer sheets, but the University Testing Service is prepared to machine-score most tests used in the public schools and also to make such statistical studies and summaries as may be needed by schools to obtain maximum benefit from their testing programs.

The Testing Service makes a charge of 2¢ *per score* for machine-scoring. For additions and other simple computations and for looking up percentile ranks or other derived scores, the fee is usually 1¢ per operation. The *School and College Ability Test,* for example, has three raw scores: Verbal, Quantitative and Total. For obtaining the two independent scores and adding to make the Total the charge is 5¢. If hand-scoring is necessary because of the nature of the test or because of inadequate marking, the fee will usually be 4¢ per score.

Tests to be machine-scored require the use of IBM-type answer sheets and electrographic pencils. For accurate scoring it is essential that the instructions found in the test manuals be followed carefully. To insure good marking of answer sheets, the teachers should have the students go over their marks a second time, after the test booklets have been collected.

Arrangements for scoring should be made directly with the Testing Service. All inquiries concerning scoring should be addressed to:

Director Dr. J. W. Little
University Testing Service
Box 998
Chapel Hill, N. C. 27514

Ordering Procedure

The title of each test and the form desired should be indicated.

If there is no specific choice of form, state "any form."

Please note the number of pupils to be tested, and order in *packaged quantities* the amount of tests required. *We do not break packages,* so care should be taken to order the number of packages which will come closest to filling your needs. Most tests are packaged in 35's, although some come in packages of 20's or 25's and a few are sold individually. Unless otherwise stated, complete accessories come with each package of tests.

Tests will be shipped either by parcel post, motor express, or railway express, whichever is least expensive and most expedient. Transportation costs will be added to the invoice. 3% sales tax is also added to each order.

Each order should designate the name of the person to whom the shipment is to be sent as well as the school name and complete address. Each order *must* indicate clearly how the charge is to be made.

All orders must be approved by the school principal, superintendent, or supervisor. Tests are not sent to individuals without such authorization, and unless they are charged to a school, remittance must accompany the order. Allow twenty-four cents per package for mailing costs.

Lack of space prevents our stocking a sufficient number of tests for large, extensive programs, so quantity orders should be sent well in advance of the testing date to allow time for us to supply those needs.

When special orders are requested for tests not stocked, the cost of telegram and special delivery postage will be charged to the school.

Prices stated in this catalog are in effect at the time of publication, but are subject to change without notice.

Orders should be sent directly to:

School Services
202 Abernethy Hall
University of North Carolina
Chapel Hill, North Carolina 27514

Intelligence Tests

ACADEMIC PROMISE TESTS **Grades 6-9**

A scholastic aptitude battery for educational planning and counseling in grades 6 through 9. APT's four tests (Verbal, Numerical, Abstract Reasoning, Language Usage) and seven scores are designed to provide more useful measurement of mental abilities than has generally been available from older group intelligence and mental maturity tests and are particularly useful in planning and decision-making with students as they go from the elementary grades into junior high and high school.

ACADEMIC PROMISE TESTS	FORM	NET PRICE
Test Booklets (Grades 6-9)	A	$5.40 pkg./25
IBM 805 Answer Sheets	A	.09 each
Manual		.90 each
Student Report Forms		.03 each
IBM 805 Hand Keys	A	.60 each

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A.C.E. PSYCHOLOGICAL EXAMINATION FOR HIGH SCHOOL STUDENTS (Copyright 1953) **Grades 9-12**

This test is valuable for indicating a student's mental ability and the caliber of school achievement that might be expected from him. The part scores have immediate value in both academic and vocational guidance, and the results are meaningful to colleges when presented as a part of the applicant's high school record.

The examination has two distinct parts: Linguistic (yielding the L-score) and Quantitative (yielding the Q-score). The L-score is indicative of ability to succeed in those fields which require proficiency with language and facility of expression. The Q-score measures ability to deal with the type of material covered in technical curricula. Time: 55 minutes.

A.C.E. PSYCHOLOGICAL EXAMINATION FOR HIGH SCHOOL STUDENTS	FORM	NET PRICE
Test Booklets		$6.00 pkg/20
IBM 805 Answer Sheets		1.00 pkg/20
IBM 805 Hand Keys		.60 each
Manuals		1.20 each
Class Records		.10 each

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A.C.E. PSYCHOLOGICAL EXAMINATION FOR COLLEGE FRESHMEN (Copyright 1954) **COLLEGE FRESHMAN**

This examination is especially designed for the appraisal of scholastic aptitude, or general intelligence, with reference to the requirements of most college curricula. The test has two distinct parts: Linguistic (yielding the L-score) and the Quantitative (yielding the Q-score). The L-score measures ability to deal with the type of material covered in technical curricula. Separate and composite scores are readily obtainable. Time: 60 minutes.

A.C.E. PSYCHOLOGICAL EXAMINATION FOR COLLEGE FRESHMEN	FORM	NET PRICE
Test Booklets		$6.00 pkg/20
IBM 805 Answer Sheets (required)		1.00 pkg/20
IBM 805 Hand Keys (required)		1.20 each
Manuals		.30 each

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ARMY GENERAL CLASSIFICATION TEST—Civilian Edition **H.S. AND COLLEGE**

This intelligence test measures general learning ability and helps predict success in many school courses and industrial occupations. Scores can also be used to predict scholastic and college success. It is an especially useful and helpful group intelligence test because it covers a wide range of ability, includes a broad sampling of different types of ability and provides a good balance between these abilities. It was first developed for service men and women and revised for civilian use. A carbon answer pad, for the AH booklets, or a machine answer sheet, for the AM booklets, must be ordered for each student. No carbon answer pad comes with the booklets. Time: 50 minutes.

ARMY GENERAL CLASSIFICATION TEST—Civilian Edition	FORM	NET PRICE
Reusable Booklets	AH or AM	$ .65 each
Carbon Answer Pads	AH	3.05 pkg/20
IBM 805 Answer Sheets	AM	.06 each
IBM 805 Stencils	AM	1.05 per set
Manuals	AH, AM	.30 each

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CALIFORNIA SHORT-FORM TEST OF MENTAL MATURITY (Copyright 1963) **Kindergarten-Adult**

The eight levels of this series are fully articulated instruments which provide for sequential measurement of mental abilities throughout the entire course of the school years and into adult life. The norms present a uniform and continuous scale between adjacent levels as well as within a given level. This feature allows for continuity of measurement and a continuous record of mental growth.

CALIFORNIA SHORT-FORM TEST OF MENTAL MATURITY	FORM	NET PRICE
Level O (Grades Kindergarten - 1) 34 mins.	Short	$5.05 pkg/35
Hand-E-Templates	Short	1.25 per set
Keys	Short	.15 each
Manuals	Short	.65 each
Level 1 (Grades 1, 2, 3) 41 mins. (All prices are the same as Level O)	Short	5.05 pkg/35
Level 1H (Grades 3 & 4) 42 mins.	Short	5.05 pkg/35
Keys	Short	.15 each
Manuals	Short	.65 each

Level 2 (Grades 4, 5, 6) 42 mins.	Short	5.90 pkg/35
IBM 805 Answer Sheets		.06 each
IBM 805 Hand Stencils		.95 each
IBM 805 Machine Stencils		3.75 each
Scorezes	Short	.11 each
Keys (for Booklet)		.15 each
Manuals	Short	.65 each
Profiles	Short	.04 each
Level 2H (Grades 6 & 7) 41 mins. (All prices are the same as Level 2)	Short	5.90 pkg/35
Level 3 (Grades 7, 8, 9) 41 mins. (All prices are the same as Level 2)	Short	5.90 pkg/35
Level 4 (Grades 9, 10, 11, 12) 39 mins. (All prices are the same as Level 2)	Short	5.90 pkg/35
Level 5 (Grades 12- College and Adult) 39 mins. (All prices are the same as Level 2)	Short	5.90 pkg/35

IBM 1230 answer sheets and stencils are the same price as the IBM 805 answer sheets and stencils as Level 2.

Extra Accessories FOR ALL LEVELS:

Class Records	Short	.12 each
Guide to Interpretation	Short	.75 each
Technical Report	Short	1.25 each

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DETROIT BEGINNING FIRST-GRADE INTELLIGENCE TEST — **Beginning First Grade**

A non-reading group intelligence test consisting of ten short subtests.

DETROIT BEGINNING FIRST-GRADE INTELLIGENCE TEST	FORM	NET PRICE
Test Booklets (Grade 1) 35 mins.	A	$4.55 pkg/35

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DETROIT ADVANCED FIRST-GRADE INTELLIGENCE TEST — **Grades 1-2**

A non-reading group intelligence test.

DETROIT ADVANCED FIRST-GRADE INTELLIGENCE TEST	FORM	NET PRICE
Test Booklets (Grade 1-2) 35 mins.	A	$4.55 pkg/35

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DETROIT KINDERGARTEN TEST — **Beginning Kindergarten**

An individually-administered intelligence test.

DETROIT KINDERGARTEN TEST	FORM	NET PRICE
Test Booklets, 7-12 mins.	A	$3.55 pkg/35

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GOODENOUGH-HARRIS DRAWING TEST, 1963 **Ages 3-15**

A non-verbal test of mental ability, suitable for use either as a group test or as an individual test. Included are Dr. Harris's restandardization of the Goodenough Draw-a-Man Test plus a new standardization of a similar Draw-a-Woman scale and an experimental Self-Drawing Scale. An extensive survey of the literature related to children's drawing and results of hitherto unpublished studies of personal and cultural influences on drawings, along with the test materials, are contained in Dr. Harris's book, *Children's Drawings as Measures of Intellectual Maturity*. The test Manual, paperbound, duplicates Part Two of the book.

GOODENOUGH-HARRIS DRAWING TEST	TIME	NET PRICE
Test Booklet	Approx. 10-15 min.	$3.65 pkg/35
Quality Scale Cards		2.95 set/24
Manual		1.55 each
Children's Drawings as Measures of Intellectual Maturity		9.55 each

HENMON-NELSON TEST OF MENTAL ABILITY **Grades 3-12**

Each test consists of 90 items arranged in order of difficulty. Although maintaining the same number of items as the previous edition, each test in the revision covers a range of only 4 grades instead of 6. There is a 1-grade overlap, provided between each of the three tests. Scoring is easy and rapid by a carbon in the self-marking device. When ordering specify level and form.

HENMON-NELSON TEST OF MENTAL ABILITY	FORM	NET PRICE
Elementary (Grades 3-6) 30 mins.	A,B	$4.50 pkg/35
Junior High (Grades 6-9) 30 mins.	A,B	4.50 pkg/35
High School (Grades 9-12) 30 mins.	A,B	4.50 pkg/35
Extra Accessories: Class Records	ALL	.12 each
Manuals specify level	ALL	.55 each

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KUHLMANN-ANDERSON INTELLIGENCE TESTS **Kindergarten-Grade 13**

The 7th edition (1960-1963) of a long-established measure of general learning ability or academic potential. G and H tests yield separate *Verbal* and *Quantitative* scores as well as a *Total* score. Time: 50-60 minutes.

KUHLMANN-ANDERSON INTELLIGENCE TEST	FORM	NET PRICE
Booklets (Grades Kindergarten-1A)	K	$3.75 pkg/25
Booklets (Grade 1)	A	3.75 pkg/25
Booklets (Grade 2)	B	3.75 pkg/25
Booklets (Grades 3-4)	CD	3.75 pkg/25

Booklets (Grades 4-5)	D	3.75 pkg/25
Booklets (Grades 5-7)	EF	3.75 pkg/25
Booklets (Grades 7-9)	G	3.75 pkg/25
Booklets (Grades 9-13)	H	3.75 pkg/25
IBM 805 Answer Sheets	D,EF,G or H	.06 each
IBM 805 Scoring Keys	D,EF,G or H	.40 each
Technical Manual	K,A,B and CD	.75 each
Keys (for Test Booklet)	K,A,B and CD	.40 each
Manual of Norms	D,EF or G,H	.35 each
Technical Manual	D,EF or G,H	.75 each
Student Report Forms	G,H *only*	.03 each

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KUHLMANN-FINCH INTELLIGENCE TESTS **Kindergarten-Senior High**

A test of general mental development comprising 9 test booklets for use in grades from kindergarten through high school; a measure of intellectual power rather than speed. Easily scored. Booklets for grades 5 through Senior High are reusable if separate answer sheets are used; but their use is optional. Separate answer sheets are not available for Tests I, II and III. The manual contains complete directions for all grade levels. This test now has the Kwik-Chek carbon answer sheets which require no sub-key for scoring. Time: 5 minutes each sub-test.

KUHLMANN-FINCH INTELLIGENCE TESTS	NET PRICE
Booklet (Grades Kindergarten and Beginning 1st)	$3.00 pkg/25
Booklet I (Grade 1)	3.00 pkg/25
Booklet II (Grade 2)	3.00 pkg/25
Booklet III (Grade 3)	3.00 pkg/25
Booklet IV (Grade 4)	3.00 pkg/25
IBM 805 Answer Sheets	1.25 pkg/25
IBM 805 Hand Stencils	.30 each
Booklet V (Grade 5)	3.00 pkg/25
IBM 805 Answer Sheets	1.25 pkg/25
IBM 805 Hand Stencils	.30 each
IBM 805 Machine Stencils	.30 each
Booklet VI (Grade 6)	3.00 pkg/25
IBM 805 Answer Sheets	1.25 pkg/25
IBM 805 Hand Stencils	.30 each
IBM 805 Machine Stencils	.30 each
Booklets Junior High (Grade 7-9)	3.00 pkg/25
IBM 805 Answer Sheets	1.25 pkg/25
IBM 805 Hand Stencils	.30 each
IBM 805 Machine Stencils	.30 each
Booklets Senior High (Grade 10-12)	3.00 pkg/25
IBM 805 Answer Sheets	1.25 pkg/25
IBM 805 Hand Stencils	.30 each
IBM 805 Machine Stencils	.30 each
Kwik-Chek Carbon Answer Pads	5.50 pkg/50

Extra Accessories FOR ALL LEVELS:	
Keys & Directions	.30 per set
Class Records	.10 each
Manuals	1.30 each

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LORGE-THORNDIKE INTELLIGENCE TESTS **Grades Kindergarten-12**

This test provides a continuous set of group tests of abstract reasoning ability for all grades. The primary batteries consist of three non-reading tests including Oral Vocabulary, Pictorial Classification, and Pictorial Pairing. The primary batteries of tests 3, 4 and 5 measure scholastic aptitude through the following subtests: Verbal Reasoning Ability, Vocabulary, Verbal Classification, Sentence Completion, Arithmetic Reasoning, and on levels 4 and 5 only, Verbal Analogy.

The non-verbal battery measures abstract reasoning ability through subtests involving Pictorial Classification, Pictorial Analogy, and Numerical Relationships, thus giving an estimate of intelligence not heavily influenced by reading ability. Subtests for grades 4 and above have their own time limits, but these are generous enough to make the test primarily a power rather than speed test.

Four types of norms are given for the test: IQ's, grade percentiles, grades equivalents, and age equivalents. Standard errors of measurement and validity data are presented in the Technical Manual. Order by grade level and form.

LORGE-THORNDIKE INTELLIGENCE TESTS	TIME	FORM	NET PRICE
Consumable Edition:			
Primary I (Grades Kindergarten-1)	Approx. 20 min.	A	$4.50 pkg/35
Primary II (Grades 2-3)	Approx. 20 min.	A	4.50 pkg/35
Test 3 Verbal (Grades 4-6)	34 min.	A	3.75 pkg/35
Test 3 Non-Verbal (Grades 4-6)	27 min.	A	3.75 pkg/35
Test 4 Verbal (Grades 7-9)	34 min.	A,B	3.75 pkg/35
Test 4 Non-Verbal (Grades 7-9)	27 min.	A,B	3.75 pkg/35
Test 5 Verbal (Grades 10-12)	34 min.	A	3.75 pkg/35
Test 5 Non-Verbal (Grades 10-12)	27 min.	A	3.75 pkg/35

Reusable Edition:			
Test 3 Verbal			
(Grades 4-6)	34 min.	A,B	4.30 pkg/35
IBM 805 Answer Sheets		A,B	.05 each
IBM Rights Keys		A,B	.50 each
Test 3 Non-Verbal			
(Grades 4-6)	27 min.	A,B	4.30 pkg/35
IBM 805 Answer Sheets		A,B	.05 each
IBM Rights Keys		A	.50 each
IBM Rights Keys		B	.50 each
Manuals (Verbal & Non-Verbal)		A,B	.55 each
Test 4 Verbal			
(Grades 7-9)	34 min.	A,B	4.30 pkg/35
IBM 805 Answer Sheets		A,B	.05 each
IBM Rights Keys		A,B	.50 each
Test 4 Non-Verbal			
(Grades 7-9)	27 min.	A,B	4.30 pkg/35
IBM 805 Answer Sheets		A,B	.05 each
IBM Rights Keys		A	.50 each
IBM Rights Keys		B	.50 each
Manuals (Verbal & Non-Verbal)		A,B	.55 each
Test 5 Verbal			
(Grades 10-12)	34 min.	A,B	4.30 pkg/35
IBM 805 Answer Sheets		A,B	.05 each
IBM Rights Keys		A,B	.50 each
Test 5 Non-Verbal			
(Grades 10-12)	27 min.	A,B	4.30 pkg/35
IBM 805 Answer Sheets		A,B	.05 each
IBM Rights Keys		A	.50 each
IBM Rights Keys		B	.50 each
Manuals (Verbal & Non-Verbal)		A,B	.55 each
Class Records		ALL	.10 each
Technical Manuals		ALL	.55 each

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METROPOLITAN READINESS TESTS **End of Kindergarten & beginning first grade**

A measure of children's maturity or readiness to undertake ordinary first-grade work. The results are useful in indicating which pupils are likely to profit from formal instruction in reading, number work, etc. and which pupils will require additional training before they are ready for such work. The content is entirely pictorial.

METROPOLITAN READINESS TEST	TIME	FORM	NET PRICE
Test Booklets	Approx. 60 min.	R,S	$6.05 pkg/35
Accessories		R,S	.30 per set
Class Records		ALL	.10 each

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METROPOLITAN READINESS TEST, 1964-65 **Grades K-1**

Group tests that assess important aspects of readiness for formal first-grade instruction: linguistic maturity, perceptual abilities, muscular coordination and motor skills, number and letter knowledge, ability to follow directions, attention span.

METROPOLITAN READINESS TEST	TIME	FORM	NET PRICE
Test Booklets	Approx. 60 min.	A,B	$7.05 pkg/35
Manuals		A,B	.30 each
Keys		A,B	.35 each
Class Records		ALL	.12 each

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OHIO STATE UNIVERSITY PSYCHOLOGICAL TEST **High School & College**

This power test of intelligence measures scholastic aptitude and reading comprehension ability. Total score on this scholastic aptitude test is a valid predictor of college success. A separate reading comprehension score is also provided. High School counselors will find it useful when advising students on college plans. College personnel workers can use this test for counseling, screening and admissions.

OHIO STATE UNIVERSITY PSYCHOLOGICAL TEST	TIME	FORM	NET PRICE
Test Booklets	2 hrs.	21	$ .65 each
Self-Scoring Answer Pads		21	2.45 pkg/20
Manual for above		21	.35 each

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OTIS CLASSIFICATION TEST, Revised **Grades 4-9**

Includes Otis Quick-Scoring Mental Ability BETA. (See BATTERIES)

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OTIS QUICK-SCORING MENTAL ABILITY TESTS, Short Form **Grades 1-College**

The new forms are shorter, but yield results directly comparable to the longer one. The Alpha Test (short form) is half verbal and half nonverbal. Separate answer sheets are optional, but available for the Beta and Gamma Tests and may be hand or machine scored with the separate machine key.

OTIS QUICK-SCORING MENTAL ABILITY TESTS	TIME	FORM	NET PRICE
Alpha Test (Grades 1-4)	25 min.	AS	$3.75 pkg/35
Class Records		AS	.10 each
Keys		AS	.15 each
Manuals		AS	.30 each

Beta Test (Grades 4-9)	30 min.	EM or FM	3.75 pkg/35
Keys for Test Booklets		EM,FM	.15 each
IBM 805 Answer Sheets		EM,FM	2.25 pkg/35
IBM 805 Machine Stencils (may be used for hand scoring)		EM,FM	.35 each
Manuals		EM,FM	.20 each
Gamma Test (High Sch.-College)	30 min.	FM	3.75 pkg/35
Keys for Test Booklets		FM	.15 each
IBM 805 Answer Sheets		FM	2.25 pkg/35
IBM 805 Machine Stencils		FM	.35 each
Manuals		FM	.20 each

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OTIS SELF-ADMINISTERING TESTS OF MENTAL ABILITY **Grades 4-Col.**

Group intelligence tests that are widely used because of their ease of administering and scoring, the variety of test material, and the simple method of obtaining IQ's.

OTIS SELF-ADMINISTERING TESTS OF MENTAL ABILITY	TIME	FORM	NET PRICE
Intermediate Examination (Grades 4-9)	20 or 30 min.	A,B or D	$3.15 pkg/35
Higher Examination (High Sch.-College)	20 or 30 min.	D	3.15 pkg/35

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PEABODY PICTURE VOCABULARY TEST
ALL LEVELS OF INTELLECT INCLUDING THE SUPERIOR

An individual test of verbal intelligence. Easily administered, wide range picture vocabulary test utilizing a graduated series of 150 plates, each containing four pictures. To administer the scale, the examiner provides a stimulus word orally as in "Show me car." The testee then points to, or in some other way indicates the picture which best illustrates the meaning of the stimulus word. Since plates are arranged in ascending order of difficulty, it is necessary only, to test the subject from a basal of eight consecutive correct responses to a ceiling of six errors in eight consecutive plates. Thus the scale is only given over the critical range for a particular subject, requiring only 10 to 15 minutes to administer. Raw scores can then be quickly converted to three types of derived scores: mental ages, standard score I. Q.'s and percentiles.

Especially appropriate for speech impaired, cerebral palsied, withdrawn distractive, mentally retarded, and remedial reading cases. No verbal responses required.

Complete Kit includes one series of plates, manual of directions with norms, and 50 individual response records.

PEABODY PICTURE VOCABULARY TEST		NET PRICE
Complete Kit		$10.25 per kit
Individual Response Records	A,B	3.05 pkg/50
Manuals		1.30 each

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PINTNER GENERAL ABILITY TESTS: NON-LANGUAGE SERIES — GRADES 4-9

A group test of general intellectual ability that utilizes no verbal situation, measures mental functions independently of word knowledge and facility, and may be administered in pantomime without the use of language.

PINTNER GENERAL ABILITY TESTS	TIME	FORM	NET PRICE
Test Booklets (Grades 4-9)	50 min.	K or L	$7.05 pkg/35
Class Records		K,L	.10 each
Manuals		K,L	.20 each

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PINTNER GENERAL ABILITY TESTS, REVISED EDITION, 1964-65 — Grades K-9

Three of the four tests in the Pintner series have been revised; new items replace outdated content of the earlier forms, and new normative data reflect current levels of performance. *Primary,* grades K-2, is entirely pictorial and administered orally. *Elementary,* grades 2-4, *Scale 1* requires no reading and *Scale 2* is Reading Content. *Intermediate,* grades 4-9, measures seven aspects of general mental ability.

PINTNER GENERAL ABILITY TESTS, REVISED EDITION	TIME	FORM	NET PRICE
Pintner-Cunningham Primary Test	25 min.	A,B	$6.05 pkg/35
Scoring Key		A,B	.35 each
Pintner-Durost Elementary Test, Scale 1	45 min.	C,D	7.05 pkg/35
Scoring Key		C,D	.55 each
Pintner-Durost Elementary Test, Scale 2	45 min.	C,D	7.05 pkg/35
Scoring Key		C,D	.55 each
Pintner Intermediate Test	45 min.	C,D	7.05 pkg/35
Scoring Key for Test Booklet		C,D	.55 each
IBM 805 Answer Sheet			2.25 pkg/35
IBM 805 Machine Keys		C,D	.65 set/2

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PINTNER GENERAL ABILITY TESTS: VERBAL SERIES — Grades 4-12

A battery of mental tests that fulfill modern requirements for a complete series of group tests of general mental ability.

Pintner Intermediate Test (Grades 4-9)	45 min.	A or B	$5.25 pkg/35
Keys for Booklets		A,B	.15 each
IBM 805 Answer Sheets		A,B	2.25 pkg/35
IBM 805 Machine Keys (necessary with separate sheets)		A,B	.65 each
Manual for Interpreting		A,B	.55 each

Pintner Advanced Test (Grades 9-12)	55 min.	A or B	5.25 pkg/35
Keys for booklets		A,B	.15 each
IBM 805 Answer Sheets		A,B	2.25 pkg/35
IBM 805 Machine Keys (necessary with separate sheets)		A,B	.65 each
Manual for Interpreting		A,B	.55 each

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QUICK WORD TEST **Grades 9-Adult**

An economical yet reliable screening measure of verbal intelligence. In each form, 100 multiple choice vocabulary items are printed on one side of an IBM Answer Sheet.

QUICK WORD TEST	FORM	NET PRICE
Level 1, IBM 805 Test Sheet	AM	$3.05 pkg/35
IBM 805 Machine Key		.35 each
Level 2, IBM 805 Test Sheet	AM	3.05 pkg/35
IBM 805 Machine Key		.35 each

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REVISED BETA EXAMINATION

This well-known revision of the earlier Army Beta Test provides a measure of mental ability without requiring the subject to read. Six subtests: mazes, digit-symbol substitution, pictorial absurdities, paper form board, picture completion, and perceptual speed. The restandardization by R. M. Lindner and M. Gurvitz permits securing of a *Beta IQ* which is similar in statistical meaning to the Wechsler IQ.

REVISED BETA EXAMINATION	NET PRICE
Tests	$20.00 pkg/100

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SCHOOL AND COLLEGE ABILITY TESTS (SCAT) **GRADES 4-COLLEGE SOPHOMORES**

The SCAT series has been developed to help teachers, counselors and students estimate the capacity of individuals to undertake the academic work of the next higher school level. The tests measures developed ability, indicative of the relative academic success the student is likely to achieve in his next steps up the educational ladder.

Each test booklet in the SCAT series contains four relatively short subtests or parts. Two of these subtests, Part I and III, are measures of developed ability in skills closely related in student success in the verbal kinds of school learning. The total number of right answers on these two parts is converted into a Verbal Score. The two other subtests, Part II and IV, are measures of ability in certain quantitative skills of number manipulation and problem solving. These two parts yield a Quantitative Score. The kinds of material in the four parts of the test are as follows:

Part 1—30 sentence-completion tasks
Part II—25 numerical computation tasks
Part III—30 vocabulary tasks

Part IV—25 numerical problem-solving tasks
Level V has 25 tasks in each of the four parts.

Separate answer sheets are required,—they may be hand or machine scored. Directions are packaged with the tests, but the Manual for Interpreting Scores must be ordered separately. When ordering tests specify level.

SCHOOL AND COLLEGE ABILITY TESTS (SCAT)	TIME	FORM	NET PRICE
Level 5 (Grades 4-6)	70 min.—can be divided into two 45 min. periods	A or B	$6.00 pkg/20
Level 4 (Grades 6-8)	Same as Level 5	A or B	6.00 pkg/20
Level 3 (Grades 8-10)	Same as Level 5	A or B	6.00 pkg/20
Level 2 (Grades 9-12)	Same as Level 5	A or B	6.00 pkg/20
Level 1 (Grades superior 12, college freshmen and sophomores)	Same as Level 5	A	6.00 pkg/20
Extra Accessories FOR ALL LEVELS & FORMS: IBM 805 Answer Sheets			1.00 pkg/20
	Class Records		.10 each
	Manual for Interpreting		1.25 each
	Student Profile Sheets		1.20 pkg/20
	Punch Out Stencils		.15 each

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SRA PRIMARY MENTAL ABILITIES (SRA-PMA) Rev. 1962 **GRADES KINDERGARTEN-12**

The SRA Primary Mental Abilities test is a guide in grouping students according to ability. Pertinent tests at different age and grade levels account for the appropriate differences in abilities. Counselors find the SRA Primary Mental Abilities results equally useful in predicting educational success and in counseling the student and his parents in the vital areas of educational and vocational planning, where a realistic picture of intellectual strengths and weaknesses is of major importance.

SRA PRIMARY MENTAL ABILITIES (SRA-PMA)	TIME	NET PRICE
Grades K-1 Consumable Booklets	60 min.	$3.05 pkg/20
Manuals		.30 each
Grades 2-4 Consumable Booklets	60 min.	3.05 pkg/20
Manuals		.30 each

Grades 4-6	Reusable Booklets	60 min.	.60 each
	IBM 805 Answer Sheets		.06 each
	IBM 805 Stencils		$1.05 per set
	Manuals		.30 each
	Profiles		.04 each
Grades 6-9	Reusable Booklets	55 min.	.60 each
	IBM 805 Answer Sheets		.06 each
	IBM 805 Stencils		1.55 per set
	Manuals		.30 each
	Profiles		.04 each
Grades 9-12	Reusable Booklets	55 min.	.60 each
	IBM 805 Answer Sheets		.06 each
	IBM 805 Stencils		1.55 per set
	Manuals		.30 each
	Profiles		.04 each

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SLOSSON INTELLIGENCE TEST (SIT) **Children & Adults**

This is a short individual screening instrument for use by professional persons such as teachers, principals, psychologists, guidance counselors, social workers, nurses, reading specialists, speech therapists, etc. It is also intended for phyicians, pediatricians, etc. and others who deal in a responsible professional way with problems in teaching, guidance and counseling. Has a high reliability coefficient of .97 (test-retest interval within a period of two months). Has a high validity coefficient of .95 in correlation with the Stanford-Binet, Form L-M. (The Stanford-Binet, Form L-M by Lewis M. Terman and Maud A. Merrill, published by Houghton Mifflin Company, Boston, 1960, was used as the criterion of validity.)

SLOSSON INTELLIGENCE TEST (SIT)	FORM	NET PRICE
Complete Set of SIT		$4.70 pkg/20
Score Sheets		.95 pkg/20
Oral Reading		.95 pkg/20
A Game to improve your child's reading		.95 pkg/20
IQ classification & Percentile Charts		.95 pkg/20
The Relationship between intelligence, adjustment & efficiency		.95 pkg/20
Emotionally disturbed children & delinquency		.95 pkg/20

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STANFORD-BINET SCALES
(Copyright 1960) **GRADES 2 TO ADULT**

An individual test of intelligence, to be given by a *qualified* examiner to only one person at a time. Every person who is to give the test should first study the Manual thoroughly—this gives specific directions for administering and scoring the scales. Proper administration and reliable results depend on the accurate following of these directions.

STANFORD-BINET SCALES	TIME	FORM	NET PRICE
Record Booklets	No limit	L-M	$5.50 pkg/35
Record Forms		L-M	3.00 pkg/35
Printed Material (Large)		L-M	3.25 each
Printer Material (Small)		L-M	1.25 each
Manual		L-M	5.60 each

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TERMAN-MCNEMAR TEST OF MENTAL ABILITY **GRADES 7-12 AND COLLEGE FRESHMEN**

Particularly stresses verbal components of intelligence. There are seven subtests: Information, Synonyms, Logical Selection, Classification, Analogies, Opposites, and Best Answer. Scoring is simplified. May be hand or machine scored. Separate answer sheets are required only for machine scoring, but they may be hand scored with the key that comes in the package.

TERMAN-McNEMAR TEST OF MENTAL ABILITY	TIME	FORM	NET PRICE
Test Booklets	40 min.	C	$4.45 pkg/35
IBM 805 Answer Sheets		C	2.25 pkg/35
IBM 805 Machine Stencils		C	.35 per set

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TESTS OF GENERAL ABILITY (TOGA) **GRADES 2-12**

These TOGA tests are intelligence tests for use at all elementary and high school grade levels. Test items are entirely pictorial in order to provide fair measures of mental ability for all pupils—including those who cannot read well or who are deficient in arithmetic skills. TOGA is a fair measure for the child who has been poorly prepared in school or who has missed parts of his educational experience.

Each test is divided into two parts which contain two different types of test questions:

PART I—Verbal-cultural. Here test items are based on the child's total experience—his familiarity with the world around him. He will draw upon his accumulated experience gained at home, in the school, in social groupings; from radio, TV, and books. Part I will also test his knowledge of American culture, science, social studies, general world affairs, and the arts.

PART II—Reasoning-non-cultural. This section is comprised entirely of test items made up of geometric designs which test the student's powers of abstract reasoning. Part II offers an equal challenge no matter what the student's cultural environment; the child from a low socio-economic background can achieve as highly on this test as the student from a high socio-economic background.

TOGA norms gives 2 scores: Norms for the Test of General Ability are equated to the norms for the SRA Achievement Series and the Iowa Test of Educational Development. Each pupil's test is scored for his "Grade Expectancy"—a score that can be compared directly with his

"Grade Equivalent" on achievement tests. In addition to the "Grade Expectancy" score, the test also provides an IQ for each child.

TESTS OF GENERAL ABILITY (TOGA)	TIME	NET PRICE
Test Booklets (Grades 4-6)	35-45 min.	$4.30 pkg/20
IBM 805 Answer Sheets		.06 each
IBM 805 Stencils		.60 each
Manuals		.30 each
Test Booklets (Grades 6-9) (All prices are the same as above)	35-45 min.	4.30 pkg/20
Test Booklets (Grades 9-12) (All prices are the same as above)	35-45 min.	4.30 pkg/20

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Achievement Batteries and Tests

CALIFORNIA ACHIEVEMENT TEST BATTERIES (Copyright 1957)—1963 Norms **GRADES 1-14**

The five levels of the California Achievement Tests provide an articulated series which measures, at appropriate levels, the basic skills and learning functions. This makes possible a sequential testing program from grades 1-14 in both a statistically scaled and continuous area-of-content manner. The various forms (W,X, etc.) on each level can be alternated for retesting as they are equivalent in content, discriminating power, and difficulty. Time: 29-150 minutes.

CALIFORNIA ACHIEVEMENT TESTS	FORM	NET PRICE
Lower Primary (Grades 1-2)	W,X	$6.70 pkg/35
Class Records	ALL	.12 each
Keys	ALL	.40 per set
Manual/1963 Norms	ALL	.65 each
Upper Primary (Grades 3-Lower 4)	W,X	7.15 pkg/35
Class Records	ALL	.12 each
Keys	ALL	.40 per set
Manuals/1963 Norms	ALL	.65 each
Elementary (Grades 4-6)	W,X,Y,Z	8.00 pkg/35
Class Records	ALL	.12 each
IBM 805 Answer Sheets: Arithmetic	ALL	.06 each
Language	ALL	.06 each
Reading	ALL	.06 each
IBM 805 Hand Stencils	ALL	2.80 per set
IBM 805 Machine Stencils	ALL	5.65 per set
Scorezes: Arithmetic	ALL	.11 each
Language	ALL	.11 each
Reading	ALL	.11 each
Keys (for test booklets)	ALL	.30 set
Manuals/1963 Norms	ALL	.65 each
Profiles	ALL	.04 each

IBM 1230 answer sheets and stencils for Elementary, Junior High and Advanced are the same price as the IBM 805 answer sheets.

Junior High (Grades 7-9) (All prices are the same as Elementary with the exception of Machine Stencils)	W,X,Y,Z	$8.00 pkg/35
IBM 805 Machine Stencils	ALL	5.65 per set
Advanced (Grades 9-14) (All prices are the same as Elementary with the exception of Machine Stencils)	W,X,Y	7.35 pkg/35
IBM 805 Machine Stencils	ALL	6.55 per set

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IOWA HIGH SCHOOL CONTENT EXAMINATION (Copyright 1943) **GRADES 11-12**

Based on the month of April — this quick-scoring examination is designed to provide an accurate appraisal of the high school senior's and the college student's knowledge of the four basic areas of the typical academic high school curriculum (English Grammar and Literature, Mathematics, Science, and Social Studies). Total score furnishes an evaluation of the student's general mastery of the subject-matter content in these areas. Part scores reveal fields in which the student is strong or weak. Each package contains 25 test booklets and 25 hand-scoring answer sheets.

IOWA HIGH SCHOOL CONTENT EXAMINATION	FORMS	NET PRICE
Test Booklet/answer sheets	L or M	$3.80 pkg/25
Extra Hand-scoring Answer Sheets		.04 each
Hand Stencils (not in pkg. of of tests-Specify form)	L,M	.30 per set
IBM 805 Answer Sheets		.06 each
IBM 805 Machine Stencils (specify form)	L,M	.50 per set
Examiner's Manual (Not in pkg. of tests)		.35 each

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IOWA TESTS OF BASIC SKILLS (Copyright 1956) **GRADES 3-9**

Tests for grades 3 through 9 are in one spiral-bound reusable booklet. The tests for each grade are adapted specifically to that grade, using some of the test items from adjacent grades which are appropriate for measuring the extreme ranges in the grade tested. Areas tested are Vocabulary, Reading Comprehension, Language Skill, Work-Study Skills, and Arithmetic Skills.

IOWA TEST OF BASIC SKILLS	FORM	NET PRICE
Test Booklets (Specify Form)	I II III or IV	$1.05 each
MRC Answer Sheets/Manual/2 Class Records, 35 profiles (Specify Grade)		4.20 pkg/35
MRC Answer Sheets, single copy, (Specify Grade)		.10 each
Scoring Masks (Specify *Grade* & *Form*)	I II III or IV	.85 each
Teacher's Manuals	ALL	.55 each
Manual for Administrators	ALL	1.15 each
Class Records	ALL	.08 each
Profiles	ALL	.05 each

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IOWA TEST OF EDUCATIONAL DEVELOPMENT (Copyright 1952) **GRADES 9-12**

A battery of nine objective tests designed to provide a comprehensive and dependable description of the general educational development of the high school pupil. Over 700 items are included, each selected for its discriminating power in the evaluation of the ultimate and lasting results of an educational program.

This is not primarily a test of subject matter; emphasis here is on broad intellectual skills and interests, or understanding of and ability to use what is learned, rather than on sheer knowledge of facts. The tests are designed for annual administration to all students in the upper grades, regardless of grade classification or course registration. School administrators have found it a reliable and scientific aid in adapting instruction and guidance to individual pupil needs, evaluating and raising the levels of class and school achievement, correcting student and curriculum weaknesses, identifying gifted children and stimulating better education, reducing the number of drop-outs and repeaters.

Form Y-3S tests come in individual packages and can be ordered separately, or as a battery. Please specify, IBM answer sheets and stencils, by Test *Number* and *Title*. A separate answer sheet is required for each test administered. For example: If all nine tests are administered, each student would need nine answer sheets. Form X-4 or Y-4 is a single booklet of all 9 tests.

IOWA TEST OF EDUCATIONAL DEVELOPMENT (Copyright 1952)	**FORM**	**NET PRICE**
Test 1, Understanding of Basic Social Concepts. 55 mins.	Y-3S	$2.45 pkg/20
IBM 805 answer sheets		.06 each
IBM 805 Machine keys		.60 each
Extra Manual		.30 each
Class Records		.10 each
Profile leaflets		1.00 pkg/20
Test 2, General Background in the Natural Sciences. 60 mins.	Y-3S	Same as Above
Test 3, Correctness and Appropriateness of Expression. 60 mins.	Y-3S	"
Test 4, Quantitative Thinking. 65 mins.	Y-3S	"
Test 5, Interpretation of Reading Materials in the Social Studies. 60 mins.	Y-3S	"
Test 6, Interpretation of Reading Materials in the Natural Sciences. 60 mins.	Y-3S	"
Test 7, Interpretation-Literature. 50 mins.	Y-3S	"
Test 8, General Vocabulary. 22 mins.	Y-3S	"
Test 9, Use of Sources of Information. 27 mins.	Y-3S	"

IOWA TEST OF EDUCATIONAL DEVELOPMENT (Copyright 1960)	**FORM**	**NET PRICE**
Test Booklets (all 9 tests)	X-4	$1.05 each

Test Booklets (all 9 tests)	Y-4	1.05 each
IBM 1230 Answer Sheets		.09 each
IBM 1230 Hand-Scoring Stencils	X-4 or Y-4	2.30 set
Norms Booklets		.30 each
How to Use Manual		.40 each
School Administrator's Manual		.55 each
Examiner's Manual		.30 each
IBM 1230 Examiner's Manual		.55 each

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METROPOLITAN ACHIEVEMENT TESTS (Copyright 1959) GRADES 1-12

Metropolitan Achievement Tests measure the essential skills of reading, arithmetic, and language, and, at the appropriate grades, the mastery of study skills and of science and social studies content.

METROPOLITAN ACHIEVEMENT TESTS (Hand Scoring)	FORM	NET PRICE
Primary I (Latter half of Grade 1) 105 mins.	A,B,C	$ 7.25 pkg/35
Extra accessories		1.05 per set
Primary II (Grade 2 and beginning 3) 2 hrs.	A,B,C	9.25 pkg/35
Extra accessories		1.35 per set
Elementary (Grades 3 & 4) 2 hrs., 45 mins.	A,B,C	9.55 pkg/35
Extra accessories		1.45 per set
Intermediate Complete (Grades 5 & 6) 4 hrs.	A,B,C	12.05 pkg/35
Extra accessories		2.25 per set
Intermediate Partial (Grades 5 & 6) 3½ hrs. (Social Studies and Science not included in battery)	A,B,C	10.05 pkg/35
Extra accessories		1.95 per set
Advanced Complete (Grades 7-9) 4¼ hrs.	A,B,C	12.05 pkg/35
Extra accessories		2.50 per set
Advanced Partial (Grades 7-9) 3 hrs. 45 mins. (Subjects same as Intermediate Partial)	A,B,C	10.05 pkg/35
Extra accessories		1.95 per set
Intermediate Complete (Grades 5 & 6) 4½ hrs.	AM or BM	12.85 pkg/35
IBM 805 Answer Sheets: Arithmetic (Specify form)	AM or BM	2.25 pkg/35
Language	AM or BM	2.25 pkg/35
Reading	AM or BM	2.25 pkg/35
Social Studies	AM or BM	2.25 pkg/35

IBM 805 Machine Stencils (Specify form)	AM or BM	2.15 per set
Advance Complete (Grades 7-9) 4½ hrs. IBM answer sheets and stencils same as intermediate (Specify forms)	AM or BM	12.85 pkg/35
High School Battery (Grades 9-12) 5¼ hours (7 sittings)	AM, BM	12.05 pkg/35
IBM 805 Answer Sheets:		
Reading, Spelling, Language (Specify form)	AM, BM	2.55 pkg/35
Study Skills & Social Studies	AM, BM	2.25 pkg/35
Mathematics & Science	AM, BM	2.25 pkg/35
IBM 805 Machine Keys (Specify form)	AM, BM	1.85 set/6
Directions		.25 each
Guide for Interpreting		.25 each
Class Records		.10 each
Profile Charts		2.05 pkg/35

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OTIS CLASSIFICATION TEST **GRADES 4-9**

A combined mental ability and achievement test that aids in classification of pupils on the basis of mental development and classroom achievement. The achievement test covers reading, spelling, language and grammar, arithmetic, geography, history and civics, hygiene, vocabulary, music and art. The mental ability test is the Otis Beta Quick-Scoring Test. Separate answer sheets are required only for machine-scoring.

OTIS CLASSIFICATION TEST	FORM	NET PRICE
Test Booklets — 30 mins. each part	T	$5.55 pkg/35
IBM 805 Answer sheets		2.25 pkg/35
IBM 805 Machine Stencils		.65 per set

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STANFORD ACHIEVEMENT TEST—1964 Edition **GRADES 1-12**

This latest revision of the Stanford series offers completely new, up-to-date content, organization, format, and norms based on the 1963 standardization program involving pupils in all 50 states. The Stanford Achievement Test measures the instructional outcomes sought in today's schools in both content and skills areas. It provides dependable, efficient measurement to aid in instruction, guidance, and evaluation of the curriculum.

Six complete batteries cover commonly taught subject matter of the twelve grades.

STANFORD ACHIEVEMENT TEST	FORM	NET PRICE
Primary I Battery (Grades 1.5-2.4) 3 hrs.	W, X, Y	$ 6.55 pkg/35
*Scoring Key	W, X, Y	.75 set
Primary II Battery (Grades 2.5-3.9) 4 hrs.	W, X, Y	6.75 pkg/35
*Scoring Key	W, X, Y	1.05 each
Intermediate I Battery (Grades 4.0-5.4) 5 hrs.	W, X, Y	11.05 pkg/35
*Scoring Key for Test Booklet	W, X, Y	1.15 each
IBM 805 Answer Sheets—Sets	ALL	6.65 pkg/35
IBM 805 Machine Keys	W,X,Y	1.55 set/5
Intermediate II Battery (Grades 5.5-6.9) 5½ hrs.	W, X, Y	11.05 pkg/35
*Scoring Keys for Test Booklet	W, X, Y	1.15 each
IBM 805 Answer Sheets—Set	ALL	6.65 pkg/35
IBM 805 Machine Keys	W,X,Y	1.85 set/6
Advanced Battery (Grades 7.0-9.9)	W, X, Y	11.05 pkg/35
*Scoring Keys for Test Booklet	W, X, Y	1.15 each
IBM 805 Answer Sheets—Set	ALL	6.65 pkg/35
IBM 805 Machine Keys	W,X,Y	1.85 set/6
High School Battery (Grades 9-12) 5 hrs. 20 mins. (6 sittings)	W, X	14.05 pkg/35
IBM 805 Answer Sheets	ALL	4.45 pkg/35
IBM 805 Machine Keys (Specify form)	W, X	1.55 set/4
Comprehensive Manual		1.05 each

*Scoring Keys do not come in package of tests.

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SEQUENTIAL TESTS OF EDUCATIONAL PROGRESS (STEP) — GRADES 4-Adult

The STEP series makes possible a testing program aimed at the central goal of most teachers—the ability of students to use what they have learned in the classroom. They measure these skills in a continuous way from the fourth grade of elementary school through the sophomore year of college.

SEQUENTIAL TEST OF EDUCATIONAL PROGRESS	FORM	NET PRICE
Level 4 — *Reading Test* (Grades 4-6) 70 mins.	A,B	$6.00 pkg/20
Writing Test	A,B	6.00 pkg/20
Mathematics Test	A,B	6.00 pkg/20
Science Test	A,B	6.00 pkg/20
Social Studies Test	A,B	6.00 pkg/20
Listening Test	A,B	6.00 pkg/20
Directions for Administering and Scoring for Listening only	A,B	1.25 each
IBM 805 Answer Sheets (One sheet per student for each test given)	ALL	1.00 pkg/20
Punchout Stencil	A,B	.15 each

	Manual for Interpreting (Specify level & subject)	A,B	1.25 each
	Technical Reports	ALL	1.25 each
	Score Distribution sheets	ALL	1.25 per 50
	Student Report Forms	ALL	1.20 pkg/20
	Profiles	ALL	1.20 pkg/20
Level 3 —	(Grades 7-9)	A,B	Same as above
Level 2 —	(Grades 10-12)	A,B	Same as above
Level 1 —	(Freshman & Sophomore College)	A,B	Same as above

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TESTS OF EDUCATIONAL ABILITY (TEA) **GRADES 4-12**

The TEA tests are designed to meet the school need for tests that will accurately predict academic success both in over-all grade average and in specific areas. The TEA tests students in three specific abilities: Language, Reasoning, and Quantitative. Grade-level norms (AQ—ability quotient) and Age-level norms (IQ) are given.

TESTS OF EDUCATIONAL ABILITY	NET PRICE
Test Booklets (Grades 4-12) 45 mins. to 1 hour	$7.10 pkg/20
IBM 805 Answer Sheet/Profile	7.10 per 100
IBM 805 Scoring Stencil	.60 each
Manual	.40 each
Technical Supplement	1.05 each

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Foreign Language

COOPERATIVE FOREIGN LANGUAGE TESTS (Copyright 1965)

In each language the tests assess skills in Listening, Speaking, Reading and Writing at two levels of competence. Level "L" intended for secondary students completing one or two years of study and college students with two semesters of study. Level "M" intended for secondary students completing three or four years of study and college students completing four semesters of study. For each language there are four test booklets. Lower level booklets are designated LA or LB, and higher levels as MA or MB. The forms at each level may be used alternatively. Each booklet contains complete tests in Reading and Writing, the printed stimulus materials and pictures for Speaking. There is also an evaluation form for the teacher to use in scoring the Speaking test. Tests of various skills are not available separately. IBM 805 answer sheets for use if Listening or Reading tests are to be scored on the IBM 805 scoring machine or by hand. One *Handbook* covers all tests. It includes detailed Directions for Administering and Scoring, the Technical Report, and the Manual for Interpreting Scores. When ordering materials specify language, level, and form.

COOPERATIVE FOREIGN LANGUAGE TESTS	FORM	NET PRICE
French Test Booklets	LA, LB, MA or MB	$6.00 pkg/10
Scoring Keys for Booklets	LA, LB, MA or MB	.30 each
Spanish Test Booklets	LA, LB, MA or MB	6.00 pkg/10
Scoring Keys for Booklets	LA, LB, MA or MB	.30 each
IBM 805 Answer Sheets	ALL	1.00 pkg/20
Punch-Out Scoring Stencils (for IBM Answer Sheets)		1.20 pkg/10
Handbook	ALL	1.20 each
Norms Booklet	ALL	1.20 each

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LURIA-ORLEANS MODERN LANGUAGE PROGNOSIS TEST — **GRADES 7-12**

A measure of aptitude for learning modern languages, to be used in screening — abilities requisite for learning a language are covered by eleven subtests, based on short language lessons. Manual includes practical suggestions for use of results, and validity data reporting a correlation of .68 between scores on the test and success in beginning French.

LURIA-ORLEANS MODERN LANGUAGE PROGNOSIS TEST	TIME	NET PRICE
Test Booklets (Grades 7-12)	76 min.	$4.55 pkg/35

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ORLEANS-SOLOMON LATIN PROGNOSIS TEST
GRADES HIGH SCHOOL BEFORE BEGINNING LATIN

Provides a means of determining before study is begun what success students may be expected to have in Latin. Consists of several simple Latin lessons with a test on each lesson. Gives a basis for advising high school students as to whether they should study Latin, or repeat it, if they have failed. May also be used for the classification of students entering Latin classes.

ORLEANS-SOLOMON LATIN PROGNOSIS TEST	TIME	FORM	NET PRICE
Test Booklets	50 min., over-all time approx. an hour	A	$4.55 pkg/35

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ULLMAN-KIRBY LATIN COMPREHENSION TEST
ANY LATIN COURSE

This test consists of passages similar to the texts read in high school together with questions designed to reveal the degree to which the pupil is able to comprehend what he has read. It may be used in any year of the Latin course. One copy needed for each pupil.

ULLMAN-KIRBY LATIN COMPREHENSION TEST	FORM	NET PRICE
Test Booklets	I	$ .06 each
Keys	I	.25 each

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Language Arts

BARRETT-RYAN-SCHRAMMEL ENGLISH TEST **GRADES 9-12**

This test is based on the common content of leading textbooks and courses of study, the experience of teachers and supervisors using earlier editions, and detailed study of types of student's errors. Answer sheets are optional.

BARRETT-RYAN-SCHRAMMEL ENGLISH TEST	FORM	NET PRICE
Test Booklets. 60 mins.	DM,EM	$5.05 pkg/35
IBM 805 Answer sheets (Score with keys in pkg. of tests)	ALL	2.25 pkg/35

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BUCKINGHAM EXTENSION OF THE AYERS SPELLING SCALE **GRADES 2-9**

A scale from which to select words for testing purposes.

BUCKINGHAM EXTENSION OF THE AYERS SPELLING SCALE	NET PRICE
Pamphlet	.50 each

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CALIFORNIA LANGUAGE TEST **GRADES 4-14**

This test is the Language test taken from the achievement series of the California Achievement Tests. Answer sheets or scorezes are optional.

CALIFORNIA LANGUAGE TEST	FORM	NET PRICE
Elementary (Grades 4-6) 25 mins.	W,X	$4.65 pkg/35
IBM 805 Answer Sheets	ALL	.06 each
Scorezes	ALL	.11 each
IBM 805 Hand Keys for answer sheets	ALL	.95 each
IBM 805 Machine Keys	ALL	.95 each
Junior High (Grades 7-9) (All prices are the same as Elementary with the exception of Machine Keys)	W,X	4.65 pkg/35
Machine Keys	ALL	.95 each
Advanced (Grades 9-14) (All prices are the same as Elementary with the exception of Machine Keys)	W,X	4.65 pkg/35
Machine Keys	ALL	1.90 each

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CALIFORNIA PHONICS SURVEY (Copyright 1963) **GRADES 7-Adult**

This test is more than a measure of phonic skills. It is also a measure of the effective use of these skills in silent reading, spelling, composition, and mechanics of English. It identifies students who have acquired all the phonics facts necessary for accurate reading, but who do not make

adequate use of this knowledge in their reading. In addition, it identifies those who lack these necessary phonic skills, but who have developed such sight vocabularies that this handicap has been effectively covered up. The Diagnostic Profile reveals the areas in which students have particular weaknesses in phonic skills.

Two forms of the test are available. The test booklet, which contains the possible responses, is the same for both forms and manual contains the two sets of stimulus words, sentences, or sounds that are read to the examinees. Form 1 can be used for survey testing and diagnostic analysis. Form 2 is available for survey testing only. Because of the unusual syllables which occur, the use of taped directions assures uniform and proper pronunciation. Examinees may record their responses either on IBM Answer Sheets, scorezes, or in the test booklet.

CALIFORNIA PHONICS SURVEY	FORM	NET PRICE
Test Booklet (Grades 7-Adult) 40 mins.	1	$4.20 pkg/35
Manual of Directions	1	.65 each
Tape Recorded Directions for Administration	1	7.45 each
IBM 805 Answer Sheets	ALL	.06 each
Scoreze (Form 1 only)	1	.11 each
IBM 805 Hand/Machine Scoring Stencils (Specify Form)	1	8.45 per set

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COOPERATIVE ENGLISH
(Combined booklet edition) 1960 **GRADES 9-12**

This comprehensive instrument to measure the most important basic English skills has now been compiled into two tests for each level instead of three. There is only one answer sheet for the revised edition and it can be hand or machine scored. The same answer sheet is used for all forms and all levels.

COOPERATIVE ENGLISH	FORM	NET PRICE
Lower Level Test Booklets	2A, 2B	$7.20 pkg/20
IBM Answer Sheets	ALL	1.00 pkg/20
Manual for Interpreting scores	ALL	1.25 each
Student Report-Profile	ALL	1.25 pkg/20
Score Distribution Sheets	ALL	1.25 pkg/50
Technical Report	ALL	1.25 each
Higher Level Test Booklets	1A, 1B	All prices same as above.
Punch-out Stencils		.15

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DUROST-CENTER WORD MASTERY TEST **GRADES 9-12**

A test designed to provide a measure of general vocabulary level based upon carefully selected, functional vocabulary list, and to measure the extent to which the student is able to learn the meanings of unknown words by seeing them in typical context situations. The test is in two parts. Part I is a multiple-choice vocabulary test; Part II

presents the same words used in meaningful sentences. A comparison of a student's scores on the two parts provides a measure of his ability to learn meanings from context. Percentile norms by grade. Separate answer sheets are required for each pupil, and are scored with the key that comes in the package.

DUROST-CENTER WORD MASTERY TEST	FORM	NET PRICE
Test Booklets (Grades 9-12) 1 hour	AM	$6.05 pkg/35
IBM 805 Answer Sheets (required)		2.25 pkg/35

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ESSENTIALS OF ENGLISH TEST **GRADES 7-12**

This test comes in a six-page booklet which is divided into five parts as follows: I, Spelling; II, Grammatical Usage; III, Word Usage; IV, Sentence Structure; V, Punctuation and Capitalization.

The package contains tests, directions, scoring key, class record and Diagnostic Key.

ESSENTIALS OF ENGLISH	FORM	NET PRICE
Test Booklets	A or B	$2.55 pkg/25

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INGLIS TESTS OF ENGLISH VOCABULARY **GRADES 6-ADULT**

These tests are designed to measure the pupil's knowledge of those words that belong neither to the everyday vocabulary of commonest words nor to the special or technical vocabularies, but to the vocabulary of the intelligent reader. Consequently the purpose is primarily to test the reading vocabulary rather than the active vocabulary.

INGLIS TESTS OF ENGLISH VOCABULARY	FORM	NET PRICE
Lower Level Tests (Grade 6-10)	X,Y	$3.00 pkg/30
Upper Level Tests (Adult)	A,B	3.30 pkg/30

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IOWA LANGUAGE ABILITIES TESTS **GRADES 4-10**

There are two tests in this group. Each test covers spelling, word measuring, language usage, capitalization, and punctuation. The Intermediate also covers sentence sense and grammatical form recognition. A Manual for Interpreting, which must be ordered separately, gives detailed information on diagnosis and remediation.

IOWA LANGUAGE ABILITIES	FORM	NET PRICE
Elementary Test Booklets (Grades 4-7)	A	$4.05 pkg/35
Manual for Interpreting	ALL	.35 each
Intermediate Test Booklets (Grades 7-10)	A, B	4.95 pkg/35
Manual for Interpreting	ALL	.35
Intermediate Test Booklets (Machine) (Grades 7-10)	AM or BM	6.35 pkg/35
IBM 805 Answer Sheets	AM/BM	2.50 pkg/35
IBM 805 Machine Stencils		.85 per set
Manual for Interpreting		.35 each

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MICHIGAN VOCABULARY PROFILE TEST **GRADES Hi. Sch. & Adult**

The eight subtests cover human relations, commerce, government, physical sciences, biological sciences, mathematics, fine arts, and sports. The profile of knowledge in the various areas which the test affords is important for guidance and counseling purposes, offering the necessary complement to measures of interest in the various areas. Can be scored in the booklet, or separate answer sheets may be purchased and the booklets reused.

MICHIGAN VOCABULARY PROFILE TEST	FORM	NET PRICE
Test Booklets	AM or BM	$5.55 pkg/35
IBM 805 Answer Sheets	ALL	2.25 pkg/35

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MORRISON-MCCALL SPELLING SCALE **GRADES 2-8**

A booklet containing eight spelling lists of fifty words each, ranging from easy to difficult. The same list may be used in all grades.

MORRISON-MCCALL SPELLING SCALE	NET PRICE
Test Booklet (Grades 2-8)	.30 each

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NATIONAL ACHIEVEMENT TEST IN SPELLING **GRADES 3-12**

A list of words that should be familiar to the different grade levels. Test are on four levels and should be ordered by levels.

NATIONAL ACHIEVEMENT TEST IN SPELLING	FORM	NET PRICE
Grades 3-4 Test List		$2.15 pkg/25
5-8 Test List		$2.15 pkg/25
7-9 Test List		Same as above
10-12 Test List		Same as above

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SPITZER STUDY SKILLS TEST **GRADES 9-13**

A measure of mastery of the basic skills required for effective study. The test measures five important work-study skills through the following subtests: Using the Dictionary; Using the Index; Knowledge of Sources of Information; Understanding Graphs, Maps, and Tables; and Organization of Facts in Note Taking. Results of each subtest are sufficiently reliable to be useful for diagnostic purposes. Answer sheets are required for each pupil tested.

SPITZER STUDY SKILLS TEST	FORM	NET PRICE
Test booklets (Grades 9-13)		$7.05 pkg/35
Answer Sheets		2.25 pkg/35

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TEST OF ENGLISH USAGE **Hi. Sch.-College**

Divided into three parts: Test I, Mechanics of Writing, which includes capitalization, use of the apostrophe, and punctuation; Test II,

Accurate Use of Words, which includes words of action and verb forms; and Test III, Building Sentences and Paragraphs. Student answers are marked on the test booklet or on separate scorezes or IBM answer sheets. The IBM answer sheets can be scored by hand with the hand-scoring stencil.

TEST OF ENGLISH USAGE	FORM	NET PRICE
Test Booklets	A	$4.20 pkg/35
Scorezes		.11 each
IBM 805 Answer Sheets		.06 each
IBM 805 Hand Stencils		.90 each
IBM 805 Machine Stencils		5.40 each

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TRESSLER ENGLISH MINIMUM ESSENTIALS TEST **GRADES 8-12**

Covers the essentials of good usage in grammatical correctness, vocabulary punctuation and capitalization, sentence structure, sentence sense, inflection and accent, and spelling. Separate answer sheets are not necessary except for machine scoring.

TRESSLER ENGLISH MINIMUM ESSENTIALS TEST	FORM	NET PRICE
Test Booklets (Grades 8-12)	A	$3.00 pkg/35
IBM 805 Answer Sheets		.08 each
IBM 805 Machine Stencil		.40 each

Mathematics

BASIC SKILLS IN ARITHMETIC TESTS **GRADES 6-12**

Fundamental arithmetic skills, including problems involving whole numbers, fractions, decimals, and percentages are measured by this test. Results help determine group and individual instructional needs. They can also be used for counseling and selection of students for enrollment in courses requiring arithmetical background. Diagnostic class record sheets must be ordered separately.

BASIC SKILLS IN ARITHMETIC TESTS	FORM	NET PRICE
Test Booklets (Grades 6-12) 45 mins.	A	$2.45 pkg/20
Diagnostic Class Record Sheets		.15 each

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BLYTH SECOND-YEAR ALGEBRA TEST (1966) **GRADES 9-12**

End-of-course measure of achievement in a contemporary second-year algebra course. Time: 40 minutes.

BLYTHE SECOND-YEAR ALGEBRA TEST	FORM	NET PRICE
Test Booklet	E, F	$7.05 pkg/35
Scoring Key (for booklet)	E, F	.55 each
IBM 805 Answer Sheet		2.25 pkg/35
IBM 805 Machine Key		.35 each

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BRESLICH ALGEBRA SURVEY TEST **1st-2nd SEMESTERS**

The First Semester Test is used at the end of the first semester to determine how much algebra the pupils have assimilated and where the work needs to be strengthened for individuals and for classes. Consists of six parts: Part I, Algebra Concepts; Part II, Changing Algebraic Expressions to Simpler Forms; Part III and Part IV, Solving Equations and Deriving Equations from Problems; Part V, Formulas and Graphs; Part VI, Factoring.

The Second Semester Test used at the end of the second semester consists of six parts: Part I, Algebraic Concepts; Part II, Algebraic Processes; Part III, Solving Equations; Part IV, Problems; Part V, Fractions; Part VI, Functional Relationships.

BRESLICH ALGEBRA SURVEY TEST	FORM	NET PRICE
1st Semester Test. 42 mins.	A,B	$3.20 pkg/35
2nd Semester Test. 52 mins.	A,B	3.20 pkg/35

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BRUECKNER DIAGNOSTIC ARITHMETIC TESTS **GRADES 4-8**

The purpose of these tests is to determine what mistakes pupils make and why they make them. Each test covers the four fundamental processes. Being truly diagnostic no norms are offered. The emphasis is on type, frequency, and cause of error. Individual Diagnostic Sheets show what remedial work is needed (not available for Decimals).

BRUECKNER DIAGNOSTIC ARITHMETIC TESTS	NET PRICE
WHOLE NUMBERS (Grades 4-8)	$2.40 pkg/25
FRACTIONS (Grades 5-8)	Same as above
DECIMALS (Grades 5-8)	Same as above
Manuals (Specify)	.80 each
Individual Diagnostic Sheets (Specify)	1.90 pkg/25

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CALIFORNIA ALGEBRA APTITUDE TEST **Jr. Hi. and Sr. Hi.**

This test is used to recognize as early as possible and place in ability sections pupils of superior aptitude for mathematics for the more intensive instruction suited to their capacities, so that the students incapable of profiting from the study of algebra may be spared the waste of time and effort and may direct their energies to other subjects.

CALIFORNIA ALGEBRA APTITUDE TEST	NET PRICE
Test Booklets	$2.40 pkg/25

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CALIFORNIA ARITHMETIC TEST **GRADES 1-4**

These tests are identical to the corresponding parts of the complete California Achievement Test batteries, WXYZ. Each level is divided into two major tests, Arithmetic Reasoning and Arithmetic Fundamentals. The major tests in turn are divided into three or four sections, giving part scores for diagnostic purposes. IBM Answer Sheets and Scorezes are optional.

CALIFORNIA ARITHMETIC TEST	FORM	NET PRICE
Lower Primary (Grades 1-2)	W,X	$4.20 pkg/35
Upper Primary (Grades 3-4)	W,X	same as above
Elementary (Grades 4-6)	W,X	4 65 pkg/35
IBM 805 Answer Sheets (Specify Grade)	ALL	.06 each
IBM 805 Machine Stencil (Specify Grade & Form)	W,X	2.80 each
IBM 805 Hand Stencil (Specify Grade and Form)	W,X	.95 each
Scorezes (Specify Grade)	W,X	.11 each
Junior High (Grades 7-9)	W,X	4 65 pkg/35
Advanced (Grades 9-14)	W,X	4 65 pkg/35

IBM, scorezes, etc., same as Elementary.

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CONTEMPORARY MATHEMATICS TEST (Copyright 1965) Grades 3-12

The *Contemporary Mathematics Test* series is designed to assess knowledge of concepts unique to the several most widely taught modern mathematics programs. This five-level series (including contemporary algebra), with two forms at each level, supplements the *California Achievement Tests*. The series provides an indication of the extent to which any student or class has mastered the course content at the

appropriate grade level. Although the tests are divided into two parts (administrative units) and contain items reflecting eight content categories, only one score—the total—is obtained. Emphasis is placed on measuring understanding of concepts and skills in the areas of (1) structure and number, and (2) special mathematical devices. All tests are composed of machine-scorable, multiple-choice items, and any level may be administered using one set of directions and one especially designed answer form. Answers may be marked either in the test booklet or on separate answer forms, but supplemental directions are required when a separate answer form is used. Responses marked in the booklet must be hand scored; the answer form may be scored by hand or by machine.

CONTEMPORARY MATHEMATICS TEST	TIME	FORM	NET PRICE
Lower-Elementary (Grades 3-4)	35 min.	W or X	$5.05 pkg/35
Upper-Elementary (Grades 5-6)	35 min.	W or X	5.05 pkg/35
Junior High (Grades 7-9)	40 min.	W or X	5.05 pkg/35
Algebra (First year of study, generally Grades 8-9)	45 min.	W or X	5.05 pkg/35
Advanced (Grades 9-12)	45 min.	W or X	5.05 pkg/35
IBM 1230 Answer Sheets (ALL LEVELS)		ALL	.06 each
IBM 1230 Hand Key (ALL LEVELS)		ALL	.95 each
Examiner's Manual		ALL	.65 each

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COOPERATIVE MATHEMATICS TESTS **Grades 8-9-High School**

Algebra I: Terminology; combining terms; translation from verbal to algebraic expressions; solution of linear equations; substitution in algebraic expressions and equations; solution of literal equations; exponents and roots; algebraic multiplication and division; averages; systems of linear equations; graphs of linear functions; linear inequalities and order; factoring and quadratic equations; division by zero variation.

Algebra II: Operations with algebraic expressions; roots and powers of numbers; solution of linear equations and inequalities; solution of quadratic equations and inequalities; solution of systems of equations and inequalities; solution of "word problems"; properties of linear functions; properties of quadratic functions; factoring; progressions; logarithms; exponential equations and equations involving radicals; complex numbers; evaluation of a function; absolute value.

Algebra III: Algebraic fractions; equations of first degree; equations of second degree; equations of degree > 2; systems of equations; functions; exponents and exponential equations; binomial expansion; complex numbers; logarithms; determinants; graphs and coordinates; properties of polynomials; inequalities; series and sequences; absolute value.

Arithmetic: Basic laws and properties of operation; odd and even numbers; factors and multiples; place value; number line; ordering and inclusion; operations with whole numbers; fractions and mixed numbers; decimals; percentage; conversions (decimals, fractions, per cent); de-

nominate numbers; ratio and proportion; scales; averages; graphs; estimation.

Geometry: Angle relations and measures; angle relations, parallel lines; properties of triangles; areas and perimeters (plane figures except circles); circles; circumference and area of circles; applications of pythagorean theorem; properties of polygons (more than 3 sides); congruence; similarity; logic and nature of proof; coordinate geometry; solids; parallelism and perpendicularity in space; locus in space. This test has two parts. Part I deals with plane geometry concepts: Part II covers material drawn from both plane and solid geometry.

Structure of the Number System (Modern Mathematics classes): Arithmetic judgement; commutative, associative and distributive laws; closure; inverses and identities; properties of integers; place value; factors, divisors, and multiples; prime numbers; number lines; zero denominator; number systems (bases other than 10); modular arithmetic; Roman numerals.

Trigonometry: Definition of trigonometric functions; radian measure of angles; interpolation in tables; trigonometric functions of special angles; functions of (positive and negative) angles in different quadrants; inverse trigonometric functions; fundamental identities; addition and double angle formulas; solution of right triangles; area of triangles; trigonometric equations; trigonometric inequalities; laws of sines and cosines; periodicity and amplitude; graphs of trigonometric functions.

COOPERATIVE MATHEMATICS TESTS	FORM	NET PRICE
Algebra I Test Booklets	A, B	$6.00 pkg/20
Algebra II Test Booklets	A, B	6.00 pkg/20
Arithmetic (Grades 7, 8, 9) Test Booklets	A, B	6.00 pkg/20
Geometry Test Booklets	A, B	6.00 pkg/20
Structure of the Number System (Grades 8, 9) Test Booklets	A, B	6.00 pkg/20
Trigonometry Test Booklets	A, B	6.00 pkg/20
IBM 805 Answer Sheets		1.00 pkg/20
IBM 1230 Answer Sheets		.06 each
Punch-out stencils		.15 each
Mathematics Handbook (For all math. tests)		1.20 each

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IOWA ALGEBRA APTITUDE TEST **High School**

This index to a pupil's ability to master algebra is now available in a quick-scoring form. Designed to be given before formal study of the subject. Gives an objective basis for advising pupils whether or not to elect Algebra. May also be used for sectioning pupils. Separate answer sheets are optional. No manual comes in the package.

IOWA ALGEBRA APTITUDE TEST	FORM	NET PRICE
Test Booklets		$2.45 pkg/25
Manuals (Required)		.35 each

IBM 805 Answer Sheets	.07 each
IBM 805 Machine Stencil	.30 per set
IBM 805 Hand Stencils	.40 per set

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LANKTON FIRST-YEAR ALGEBRA TEST (1965) **Grades 9-12**

A measure of achievement of today's objectives in the introductory high school algebra course. Time: 40 minutes.

LANKTON FIRST-YEAR ALGEBRA TEST	FORM	NET PRICE
Test Booklet	E, F	$7.05 pkg/35
Scoring Key (for booklet)	E, F	.55 each
IBM 805 Answer Sheet		2.25 pkg/35
IBM 805 Machine Key		.35 each

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LEE MAINTENANCE DRILLS AND TESTS IN ARITHMETIC **Grades 7-Hi. Sch.**

These 62 page booklets are designed to meet the needs of those students who have inadequate mastery of, or need a review of arithmetic basic skills. Twenty sets of drills and tests in mixed fundamentals are provided to cover variations of twenty of the necessary review work with a minimum number of problems—a teaching situation most difficult to obtain by other means. Each drill of ten problems is followed a few days later by a test of problems of the same type and difficulty, thus providing a constructive arithmetic program which serves the following four significant purposes.

1. Maintenance of skills in fundamental arithmetic processes.
2. Continuous diagnosis of difficulties.
3. Remedial teaching on the basic of diagnosis followed by re-testing.
4. Understanding his own needs and progress on the part of the student, as shown on MY *Progress Record* and the *Diagnostic Record Sheets provided in each booklet.*

LEE MAINTENANCE DRILLS, etc.	FORM	NET PRICE
Grade Seven Edition Booklets		$ .75 each
Grade Eight Edition Booklets		Same as above
High School Edition Booklets		Same as above

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LEE TEST OF ALGEBRAIC ABILITY **High School**

The specific uses to which the results of this test can be applied are:

1. To determine whether or not a student should take algebra.
2. To aid in sectioning classes.
3. To determine various levels of ability within the class as an aid to instruction in case conditions do not permit sectioning.
4. To discover, at the beginning of the term, pupils who are capable of doing exceptional work in algebra.

5. To provide a measure of the student's algebraic ability so that a teacher can tell whether poor work is due to lack of ability or to other factors that can be corrected.

LEE TEST OF ALGEBRAIC ABILITY	FORM	NET PRICE
Test Booklets (High School)	A	$3.60 pkg/35

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MADDEN-PEAK ARITHMETIC COMPUTATION TEST **GRADES 7-12**

A reliable measure of the basic arithmetic computational skills needed by adults. Contains 73 items and yields separate scores on: Part I, Addition and Subtraction; Part II, Multiplication and Division; Part, III, Common Fractions; Part IV, Decimal Fractions, Mixed Decimals, and Per Cent; Part V, Mental Computation and Estimation. Separate answer sheets are optional and may be scored with the stencil that comes in the package of test.

MADDEN-PEAK ARITHMETIC COMPUTATION TEST	FORM	NET PRICE
Test Booklets	AM	$6.05 pkg/35
IBM 805 Answer Sheets		2.25 pkg/35
IBM 805 Machine Stencils		.35 each

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METROPOLITAN ARITHMETIC (Achievement Series) **GRADES 3-9**

There are three different tests in this group covering both computation and problem solving.

METROPOLITAN ARITHMETIC	FORM	NET PRICE
Elementary (Grades 3-4)	A,B	$5.25 pkg/35
Intermediate (Grades 5-6)	A,B	Same as above
Advanced (Grades 7,8 & 1st half of 9)	A,B	Same as above

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NEW YORK TEST OF ARITHMETICAL MEANINGS **GRADES 1-3**

A measure of mastery of essential pre-measurement and numerical concepts. *Level One* samples concepts normally acquired before and during the first grade. *Level Two,* sampling pre-measurement concepts, standard measures, and numbers and processes, is based on the arithmetic taught in the first two years of school. Content at both levels is entirely pictorial.

NEW YORK TEST OF ARITHMETIC MEANINGS	NET PRICE
Level One (end of grade 1) 1 hour	$4.05 pkg/35
Level Two (end of grade 2) 1 hour	3.35 pkg/35

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ORLEANS ALGEBRA PROGNOSIS TEST **High School**

This test consists of nine simple lessons, each followed by a series of questions covering algebraic principles and skills including the use of symbols, substitution of values for symbols, expression of relationships by symbols, and problem-solving. An arithmetic test and a summary test are also included. Data are presented on the extent to which scores on this test are actually predictive of success in learning first-year algebra.

ORLEANS ALGEBRA PROGNOSIS	FORM	NET PRICE
Test Booklets	A	$4.05 pkg/35

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ORLEANS GEOMETRY PROGNOSIS TEST **High School**

A measure of abilities necessary for success in learning geometry. The test consists of several simple lessons in geometry, each followed by a series of questions covering essential skills and principles such as understanding and use of axioms, of the vocabulary of geometry, and of geometrical notation; interpretation of statements of geometrical relations; and solution of problems. Data are presented on the extent to which scores on the test actually predict success in geometry. Detailed recommendations are given for use of the results in light of local requirements.

ORLEANS GEOMETRY PROGNOSIS	FORM	NET PRICE
Test Booklets	A	$6.05 pkg/35

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SCHORLING-CLARK-POTTER HUNDRED PROBLEM ARITHMETIC TEST **GRADES 7-12**

Designed to survey computational abilities in the basic skills of arithmetic. Each of two forms contains one hundred items, arranged in five sections—Addition, Subtraction, Multiplication, Division, and Fraction, Decimals and Per Cents.

SCHORLING-CLARK-POTTER 100 PROBLEM ARITHMETIC TEST	FORM	NET PRICE
Test Booklets (Grades 7-12)	V,W	$3.05 pkg/35

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SEATTLE ALGEBRA TEST **High School**

Measures not only knowledge and understanding of the facts of beginning algebra but also the application of acquired skills and methods. The 47 items cover understanding of basic terms; fundamental processes with signed quantities; sequence of numerical operations; practical formulas; multiplication of binomials; solution of equations of the first degree by the rules of equality; solution of a set of simple simultaneous equations; algebraic representation and problems. Separate answer sheets are required.

SEATTLE ALGEBRA TEST	FORM	NET PRICE
Test Booklets	AM	$6.05 pkg/35
IBM 805 Answer Sheets (Required)		2.25 pkg/35

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SEATTLE PLANE GEOMETRY TESTS **High School**

An accurate measure of student growth and accomplishment in geometry at the end of the first half year of study. Contains 45 test items, selected on the basis of curricular validity and satisfaction of statistical requirements. Measures vocabulary of geometry, knowledge of simple geometric construction, computational skills, and ability to reason from a figure. Separate answer sheets are required for each student and may be scored with the stencil that comes in the package.

SEATTLE PLANE GEOMETRY TESTS	FORM	NET PRICE
Test Booklets	AM,BM	$6.05 pkg/35
IBM 805 Answer Sheets	AM,BM	2.25 pkg/35

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SHAYCOFT PLANE GEOMETRY TEST **High School**

Part A is devoted primarily to the measurement of important basic concepts and facts of geometry, while Part B measures application and reasoning on the basis of information. The 60 carefully selected items include questions on fundamental concepts, lines and rectilinear figures, the circle proportions, area of polygons, and geometric reasoning. Separate answer sheets are required for each student and they may be either hand or machine scored with the stencil that comes in the package.

SHAYCOFT PLANE GEOMETRY	FORM	NET PRICE
Test Booklets	AM	$6.05 pkg/35
IBM 805 Answer Sheets (Required)		2.25 pkg/35

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SNADER GENERAL MATHEMATICS TEST **High School**

A 65 item test measuring achievement of the important objectives of a general mathematics course of the type that includes material from the fields of algebra and informal geometry. The test samples the following areas: arithmetical concepts and processes, informal geometry, graphic representation, algebraic principles and skills, and numerical trigonometry. Measures not only computation and manipulation skills, but also application through problem situations. Separate answer sheets are required and may be hand or machine scored with the stencil that comes in the package.

SNADER GENERAL MATHEMATICS	FORM	NET PRICE
Test Booklets	AM	$6.05 pkg/35
IBM 805 Answer Sheets (Required)		2.25 pkg/35

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SRA ARITHMETIC **GRADES 6-9**

Taken from the Achievement Series, this test is in two parts. Part I, consists of arithmetic studies, and questions about the story—there are seven arithmetic stories and problem-solving questions. Part II, is designed to show how well the students understand some important facts about arithmetic—deals with measurements, fractions, etc. An answer sheet is necessary for each student.

SRA ARITHMETIC	FORM	NET PRICE
Test Booklets (Grades 6-9)	A,B	$2.05 pkg/20
IBM 805 Answer Sheets		.06 each
IBM 805 Hand Stencils		.60 each
IBM 805 Machine Stencils		1.05 each

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STANFORD ARITHMETIC TESTS (1964) **Grades 4-9**

Three tests measure arithmetic computation, concepts, and applications. Time: 1 hour and 35 minutes each.

STANFORD ARITHMETIC TESTS	FORM	NET PRICE
Intermediate I Test	W, X	$4.95 pkg/35
Intermediate II Test	W, X	4.95 pkg/35
Advanced Test	W, X	4.95 pkg/35

Reading

CALIFORNIA DIAGNOSTIC READING SCALE — GRADES 1-8

The Diagnostic Reading Scales are individually administered tests designed to identify reading deficiencies that hinder pupils from reading adequately. They consist of a series of graduated scales extending from Grades 1 through 8. Hence, they are recommended for normal and retarded readers at the elementary school level and for retarded readers at the junior and senior high school levels. The test battery comprises three word recognition lists, twenty-two reading passages, and six supplementary phonics tests. The testing materials consist of a reusable spiral-bound booklet for the pupil, an expendable record booklet for the examiner's use and the manual.

The graded word recognition lists are used to obtain a tentative level of performance. They serve to determine the grade level of the reading passages with which to commence testing. The reading passages yield three reading levels for each pupil: 1. Instructional Level (Oral Reading) 2. Independent Level (Silent Reading), 3. Potential Level (Auditory Comprehension).

The six supplementary phonics tests are devised to measure the following phonic skills: 1. consonant sounds, 2. vowel sounds, 3. consonant blends, 4. common syllables, 5. blends, and 6. letter sounds.

The record booklet serves as a record of the pupil's reading performance and can be placed in his cumulative folder. As the pupil progresses in reading skills, the booklet can be used to record results of additional testing with the Diagnostic Reading Scales.

DIAGNOSTIC READING SCALES	NET PRICE
Test Booklet	$ 1.25 each
Examiner's Record Booklet (One for ea. pupil)	10.95 pkg/35
Manual of Directions	.35 each

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CALIFORNIA READING TEST — GRADES 1-14

These tests are identical with the corresponding parts of the complete California Achievement Test batteries. Each form is divided into two major tests, Reading Vocabulary and Reading Comprehension. The major tests are in turn divided into three or four sections, giving part scores for diagnostic purposes. Booklets are reusable when either the separate self-scoring scorezes or IBM answer sheets are used. No key is needed with the scoreze, but a set of stencils must be used for scoring the IBM answer sheets, either by hand or machine.

CALIFORNIA READING TEST	FORM	NET PRICE
Lower Primary (Grades 1-2)	W,X	$4.20 pkg/35
Upper Primary (Grades 3-L4)	W,X	4.65 pkg/35
Elementary (Grades 4-6)	W,X, or Y	5.05 pkg/35
Scorezes		.11 each
IBM 805 Answer Sheets		.06 each

IBM 805 Machine Stencils		1.90 each
Hand Stencils		.95 each
Manuals		.65 each
Keys (for Booklet)		.15 each
Class Records		.12 each
Junior High (Grades 7-9)	W,X, or Y	5.05 pkg/35
(All prices same as Elementary)		
Machine Stencils		1.90 each
Advanced (Grades 9-14)	W,X	5.05 pkg/35
(All prices same as Elementary)		
Machine Stencils		1.90 each

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DIAGNOSTIC READING TESTS—Survey Section GRADES 4-13

The Survey Section of the Diagnostic Reading Tests measures essential reading skills to provide administrators with a basis for planning individual and group reading instruction.

Two levels of the Survey are available—one for grades 4-8; the other for grades 7-13. Each assesses reading rate, study selection and story comprehension, and vocabulary. The survey for grades 4-8 also measures word recognition skills. Alternate forms (A and B) are available at both levels to facilitate retesting.

DIAGNOSTIC READING—Survey Section	FORM	NET PRICE
Test Booklets, Part I (Grades 4-8) 45 mins.	A,B	$4.05 pkg/20
Test Booklets, Part II (Grades 4-8) 45 mins.	A,B	4.05 pkg/20
Hand Scoring Answer Sheets	ALL	4.05 pkg/100
Scoring Stencils	ALL	.55 per set
Manuals	ALL	.30 each
Test Booklets (Grades 7-13) 45 mins.	A,B	5.05 pkg/20
Hand Scoring Answer Sheets	ALL	.06 each
Scoring Stencils (specify form)	A,B	.30 each
Fan Keys (specify form)	A,B	.30 each
Manuals	ALL	.30 each

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DOREN DIAGNOSTIC READING TEST GRADES 1-4

The Doren Diagnostic Reading Test was developed especially for preventing the development of reading difficulties at the Third-grade level. It measures the degree to which children have mastered the word recognition skills. Does not diagnose comprehension difficulties. By limiting its scope to the development of word recognition skills, it is detailed and specific in its diagnosis.

The test divides the basic techniques of word recognition into the child's area of development—it is direct and specific in locating causes of reading difficulty—will define the difficulty the individual is having and place a level from which his reading learning should proceed.

Especially designed for cases where the background of acquired skills is undertermined and a starting point for remedial instruction is sought. This is a group diagnostic test; no special training is needed to administer, and it is simply and directly scored.

DOREN DIAGNOSTIC READING TEST	NET PRICE
Test Booklets (Grades 1-4)	$4.05 pkg/25
Manuals (Must be ordered separately)	1.45 each

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DURRELL ANALYSIS OF READING DIFFICULTY **GRADES 1-6**

A standard procedure for analyzing reading ability. The material consists of the wire-bound Reading Paragraphs, a series of standardized word lists and reading selections, together with a quick exposure device (Tachistoscope) with accompanying test cards, and carefully worked out Individual Record Blank for recording results in a systematic way. Difficulties in the following phases of reading are analyzed in detail: silent and oral reading, word analysis, phonetics, faulty pronunciation, and difficulties in writing and in spelling. The Manual of Directions suggests general plans for remedial teaching. Time: 40 minutes

DURRELL ANALYSIS OF READING DIFFICULTY	NET PRICE
Individual Record Blanks (Grades 1-6)	$5.05 pkg/35
Reading Paragraph Book	2.45 per copy
Tachistoscope and Cards	1.55 per set
Blank Cards for Tachistoscope	2.45 per 30
Manual of Directions	.65 each

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DURRELL-SULLIVAN READING ACHIEVEMENT TEST **GRADES 3-6**

This is a group test parallel to the Capacity Test, and standardized on the same reading achievement. It comprises the following sub-tests: Test 1, Word Meaning; Test 2, Paragraph Meaning; and optional test of Spelling and Written Recall. Time: 30-35 minutes

DURRELL-SULLIVAN READING ACHIEVEMENT TEST	FORM	NET PRICE
Intermediate Test (Grades 3-6)	A	$5.55 pkg/25

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DURRELL-SULLIVAN READING CAPACITY TEST **GRADES 3-6**

This is a group test which uses the child's ability to understand spoken language as a measure of his capacity to read. It is composed entirely of pictures and consists of two sub-tests: Test 1, Word Meaning, Measuring understanding of spoken words, and Test 2, Paragraph Meaning, measuring comprehension of spoken discourse. Time: 30-40 minutes

DURRELL-SULLIVAN READING CAPACITY TEST	FORM	NET PRICE
Intermediate Test (Grades 3-6)	A	$4.55 pkg/35

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DURRELL-SULLIVAN READING CAPACITY & ACHIEVEMENT TEST **GRADES 2-4**

This Primary Test, covering both capacity and achievement is made up of the easier portions of the Intermediate Test. Time: 40-45 minutes

DURRELL-SULLIVAN READING CAPACITY & ACHIEVEMENT TEST	FORM	NET PRICE
Primary Test (Grades 2-4)	A	$6.55 pkg/35

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GATES-MacGINITIE READING TESTS, 1965 Edition **Grades K-9**

The all-new Gates-MacGinitie Reading Tests provide an effective program for measuring group and individual achievement in reading.

Primary A level consists of two parts, Vocabulary and Comprehension. The Vocabulary Test samples the child's ability to recognize and analyze isolated words; the Comprehension Test measures ability to read and understand whole sentences and paragraphs. Each test contains a series of exercises of increasing difficulty.

Primary B level contains two parts in one booklet: Vocabulary and Comprehension. The Vocabulary Test measures the second-grade child's ability to recognize and analyze isolated words; the Comprehension Test measures ability to read and understand whole sentences and paragraphs. Each test contains a series of exercises of increasing difficulty.

Primary C level consists of two parts: Vocabulary and Comprehension. The Vocabulary Test samples the child's ability to recognize and analyze isolated words; the Comprehension Test measures ability to read and understand whole paragraphs. Each test contains a series of exercises of increasing difficulty.

Primary CS (Speed and Accuracy) Test provides an objective measure of how rapidly children in a third or an advanced second grade can read with understanding. This test may be used as a supplement to the Primary C or Primary B level of the Gates-MacGinitie Reading Tests, or as an independent test of reading speed.

Survey D: This group of tests provides a comprehensive survey of the reading abilities of fourth, fifth, and sixth grade children. It contains three tests in one booklet: *Speed and Accuracy Test* provides an objective measure of how rapidly students read with understanding; the *Vocabulary Test* samples ability to read words representative of an intermediate grade reading vocabulary; the *Comprehension Test* measures ability to read complete prose passages with understanding.

Survey E: A group of tests that provides a comprehensive survey of the reading abilities of seventh, eighth, and ninth grade students. Three tests are included in one Test Booklet: *Speed and Accuracy Test* provides an objective measure of how rapidly students can read with understanding; the *Vocabulary Test* samples the students' ability to read words representative of a junior high school reading vocabulary; the *Comprehension Test* measures ability to read and understand complete prose passages. Survey D and E are also available in a Separate Answer Sheet Edition.

GATES-MacGINITIE

READING TESTS	TIME	FORM	NET PRICE
Primary A (Grade 1)	40 min.	1 or 2	$2.55 pkg/35
Primary B (Grade 2)	40 min.	1 or 2	2.55 pkg/35
Primary C (Grade 3)	50 min.	1 or 2	2.55 pkg/35
Primary CS (Grades 2, 3)	7 min.	1, 2 or 3	1.80 pkg/35
Survey D (Grades 4, 5, 6)	45 min.	1, 2 or 3	2.80 pkg/35
Survey D (Grades 4, 5, 6)	46 min.	1M, 2M or 3M	2.80 pkg/35
Survey E (Grades 7, 8, 9)	44 min.	1, 2 or 3	2.80 pkg/35
Survey E (Grades 7, 8, 9)	44 min.	1M, 2M or 3M	2.80 pkg/35
IBM 805 Answer Sheets		ALL	1.55 pkg/35
IBM 805 Scoring Templates—Survey D		1M, 2M or 3M	1.55 set
IBM 805 Scoring Templates—Survey E		1M, 2M or 3M	1.55 set

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GATES-PEARDON READING EXERCISES, 1965 Edition **Grades 1-7**

Thirteen reading booklets designed to strengthen and build reading skills in elementary schools. Ideal for developmental and remedial use, these reusable booklets fit well into any reading program and provide a maximum of individualized instruction. The Introductory booklets are primarily for grade 2, but can be used with superior first and below-average third and fourth grade pupils; similarly, the Preparatory, Elementary, Intermediate, and Advanced booklets cover a range of several grades. Each pupil should have one of each booklet available at his grade level (if all-round proficiency is the aim) or one booklet in the area in which he needs practice.

GATES-PEARDON READING EXERCISES	NET PRICE
Introductory (Grades 1-3)	
Level A Beginning Ability	$ .50 each
Level B Increased Ability	.50 each
Preparatory (Grades 2-4)	
Level A Beginning Ability	.50 each
Level B Increased Ability	.50 each
Elementary (Grades 3-5)	
Type SA What Is This Story About?	.55 each
Type RD Can You Remember Details?	.55 each
Type FD Can You Follow Directions?	.55 each
Intermediate (Grades 4-6)	
Types SA, RD, FD as above.	
Advanced (Grades 5-7)	
Types SA, RD, FD as above.	
Record Sheets (Specify Booklet)	1.15 pkg/35

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GATES READING READINESS TESTS **GRADES K-1**

Measures the general readiness for beginning reading. Consists of the following sub-tests: Picture Directions, Word Matching, Word-Card Matching, Rhyming, Reading Letters and Numbers. All necessary accessories come in the packages.

GATES READING READINESS	NET PRICE
Test Booklets (Grades K-1)	$2.30 pkg/35
Manuals	.25 each

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GRAY ORAL READING TEST — **Grades 1-12**

The Gray Oral Reading tests were designed to measure growth in oral reading, to aid in diagnosing reading difficulties and in placement in a grade or in a reading group.

GRAY ORAL READING TEST	FORM	NET PRICE
Test Booklets	A	$3.25 pkg/35
Reading Passages	A	1.65 each
Manuals		.55 each

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GRAY STANDARDIZED ORAL READING CHECK TEST — **GRADES 4-8**

A detailed analysis of the individual difficulties in oral reading may be obtained by the use of these tests. An aid to determining the nature of a pupil's difficulties and the character of training necessary to develop oral reading ability.

GRAY STANDARDIZED ORAL READING CHECK	NET PRICE
Set III (Grades 4-6)	$3.30 pkg/20
Set IV (Grades 6-8)	Same as above

(Package of tests contain 20 each of the five tests, 20 individual record sheets and 4 direction sheets).

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GRAY STANDARIZED ORAL READING PARAGRAPHS — **GRADES 1-8**

This test is usable in all grades after the children have attained a preliminary vocabulary. Ability is checked in terms of rate of reading and in number of errors made. Children are tested individually.

GRAY STANDARDIZED ORAL READING PARAGRAPHS	NET PRICE
Test Booklets	$2.15 pkg/35

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IOWA SILENT READING TESTS — **GRADES 4-8**

A widely used battery of tests measuring several skills indispensable to effective reading of the work-study type. They are analytical—measuring rate of reading, comprehension, word meaning, and ability to use skills in locating information. No separate answer sheet is necessary except for the machine-scoring. The separate answer sheet may be hand-scored with the key that comes in the package of tests. Time: 49 minutes

IOWA SILENT READING	FORM	NET PRICE
Elementary Booklets (Grades 4-8)	AM,BM,CM,DM	$5.55 pkg/35
IBM 805 Answer Sheets (Specify Form)	AM,BM,CM,DM	3.05 pkg/35
IBM 805 Machine Key (Specify Form)	AM,BM,CM,DM	.95 per set
Extra Manual		.25 each
Advanced Booklets (Hi. Sch-College) (Answer sheets & Keys same as Elementary)	AM,BM	7.05 pkg/35

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KELLY-GREENE READING COMPREHENSION TEST **GRADES 9-12**

An over-all measure of reading comprehension. The test provides accurate measures of three significant reading abilities: 1. ability to comprehend selections of paragraph length; 2. ability to find answers to questions; and 3. ability to retain what is read. An estimate of rate of reading may also be obtained. Each of the three sub-tests is sufficiently long to yield a reliable measure. A separate answer sheet must be used for each student—they are scored with the key in the package of tests.

KELLY-GREENE READING COMPREHENSION	FORM	NET PRICE
Test Booklets (Grades 9-12)	AM	$7.05 pkg/35
IBM 805 Answer Sheets		2.25 pkg/35

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LEE-CLARK READING READINESS TEST, 1962 REVISION **Grades K-1**

Used for determining (1) which pupils are ready for reading instruction, and (2) the readiness needs of those not yet ready. The *1962 Revision* of this test incorporates several changes designed to improve its effectiveness: (1) All of the items in Test 3 have been redrawn, (2) eleven verbal stimuli in Test 3 have been replaced by new ones resulting in an increase in difficulty and providing great consistency with its companion tests, and (3) several minor improvements in format have been made. The test provides interesting and easily administered exercises which are designed primarily to predict probability of success in first-grade reading. The total score can be used as an aid in classifying pupils for reading instruction or placement in readiness development groups. The part scores are helpful in identifying particular areas which contribute to low total scores. Test 1, Matching, and Test 2, Cross Out, measure visual discrimination and recognition of differences and similarities in letter symbols. Test 3, Total Vocabulary and Following Instructions, measures concepts. Test 4, Identification of Letters and Words, measures the young child's ability to recognize and differentiate word symbols.

LEE-CLARK READING READINESS TEST	TIME	NET PRICE
Test Booklets	Approx. 20 min.	$5.05 pkg/35
Class Record Sheets		.12 each
Manual		.45 each

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MCCALL-CRABBS STANDARD TEST LESSONS IN READING **GRADES 2-12**

These lessons are published in five booklets, each one consisting of 78 lessons comprising selection with questions of the multiple-choice type. They help develop a rate of speed and power of comprehension exceeding that yielded by ordinary methods of teaching silent reading. They embody in practical form scientific principles of teaching speed and comprehension in silent reading, and can be used by any teacher without supervision or special training. They help pupils to comprehend varied kinds of reading materials and increase enjoyment of reading. Testing and teaching at the same time, they indicate a pupil's reading ability in relation to grade and age, and show his individual progress. They are scored by the pupils themselves and provide a cumulative record of each pupil.

MCCALL-CRABBS STANDARD TEST LESSONS IN READING	FORM	NET PRICE
Test Booklets (Grades 2-4)	A	$ .55 each
Test Booklets (Grades 3-5)	B	Same as above
Test Booklets (Grades 4-6)	C	"
Test Booklets (Grades 5-7)	D	"
Test Booklets (Grades 7-12)	E	"
Additional Record Cards		.05 each
Manual with Key		.30 each

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MCGUFFEY READING TEST **GRADES 4-6**

Test is divided into five sections including tests on ability in reading and its basic elements; 1. syllables; 2. sound recognition; 3. vocabulary; 4. appreciation; and 5. understanding. Includes units for testing abilities and semantic recognition and construction, and, in sound recognition to evaluate ability on phonetic and structural analysis skills, and attempts to differentiate between understanding and appreciation as specific reading skills.

MCGUFFEY READING TEST	NET PRICE
Test Booklets (Grades 4-6)	$2.55 pkg/25

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METROPOLITAN ACHIEVEMENT READING TESTS **GRADES 3-9**

This Reading Test is lifted from the Achievement Battery and covers comprehension and vocabulary. Separate answer sheets may be used with the intermediate and advanced levels.

METROPOLITAN READING TESTS	FORM	NET PRICE
Elementary Test Booklets (Grades 3-4)	A,B	$5.55 pkg/35
Intermediate Test Booklets (Grades 5-6) (See Achievement series for IBM prices)	A,B	5.65 pkg/35
Advanced Test Booklets (Grades 7-9) (See Achievement series for IBM prices)	A,B	5.65 pkg/35

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NELSON DENNY READING TEST **GRADES 9-12**

This test provides a measure of reading ability in terms of vocabulary and comprehension. It also gives a measure of reading rate to supplement the information from the other two parts. It serves both screening and diagnostic purposes. It can be administered in one class period and has a sufficient span for superior students. Norms are provided in percentiles and grades equivalent terms for grades 9-Adult, special adult norms for superior students and for adult reading classes. Answer sheets are required.

NELSON DENNY READING	FORM	NET PRICE
Test Booklets (Grades 9-adult) 30 minutes	A,B	$5.25 pkg/35
Carbon Answer Pads (Required)		.08 each
Examiners Manual		.55 each
Class Records		.05 each
Profiles		.05 each

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SANGREN-WOODY READING TEST **GRADES 4-8**

A measure of seven aspects of silent reading ability that are generally accepted as important components of silent reading instruction. Time: 27 minutes

SANGREN-WOODY READING TESTS	FORM	NET PRICE
Test Booklets (Grades 4-8)	A,B	$4.05 pkg/35

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SCHRAMMEL-GRAY HIGH SCHOOL & COLLEGE READING TESTS

The three scores of this test help the teacher analyze each student's reading ability. The *gross-comprehension* score consists of the total items answered correctly on the paragraphs read. The *rate score* is a measure of the number of words read per minute for the testing period. The *comprehension-efficiency* score is a ratio between the other two scores and is indicative of efficiency in reading based on the quantity read.

SCHRAMMEL-GRAY HIGH SCHOOL & COLLEGE READING	FORM	NET PRICE
Test Booklets	A,B	$4.25 pkg/35

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SRA READING LABORATORY **GRADES 4-6**

For those who already have the Lab itself we are now stocking the booklets and teachers' handbooks. For use in average 4th grades, but can also be used advantageously in advanced 3rd grade, or lower 5th grades. Twelve reading difficulty levels from 2.0 to 9.0.

SRA READING LABORATORY	NET PRICE
Student Record Booklets	$ .45 each
Teachers' Handbooks	1.30 each

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SRA READING RECORD **GRADES 8-13**

Measures ten reading skills: rate, general comprehension, paragraph meaning, directory reading, map-table-graph reading, advertisement reading, index usage, technical vocabulary, sentence meaning, and general vocabulary. Total score gives an over-all reading comprehension score. Enables teachers to answer such questions as "Is this student reading up to par for his grade?" "If he is below par, where do his weaknesses lie?" Rate score and total score can be used to classify students as superior, average, or inferior readers. The profile of specific reading skills can be used to plan reading training and to stimulate student's interest in improving these skills. The booklets do not have an answer pad attached—they must be ordered separately. Time: 40 minutes

SRA READING RECORD	NET PRICE
Reusable Test Booklets	$ .65 each
Self-scoring carbon answer pads (Required)	2.85 pkg/20
Profile sheets	.95 pkg/20
Manuals	.30 each

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STANFORD READING TEST **Grades 4-9**

Three tests measure vocabulary and comprehension (paragraph meaning only at Advanced level). Time: Intermediate I & II 50 minutes, Advanced 40 minutes.

STANFORD READING TESTS	FORM	NET PRICE
Intermediate I	W, X	$4.95 pkg/35
Scoring Keys (for booklet)	W, X	.55 each
IBM 805 Answer Sheets		2.25 pkg/35
IBM 805 Machine Keys		.35 each
Intermediate II Test Booklets	W, X	4.95 pkg/35
Scoring Keys (for booklet)	W, X	.55 each
IBM 805 Answer Sheets		2.25 pkg/35
IBM 805 Machine Keys		.35 each
Advanced Test Booklets	W, X	4.65 pkg/35
Scoring Keys (for booklet)	W, X	.55 each
IBM 805 Answer Sheets		2.25 pkg/35
IBM 805 Machine Keys		.35 each

Science

ANDERSON-FISK CHEMISTRY TEST (Copyright 1966) **Grades 10-12**

End-of-course measure of achievement in the introductory high school course in chemistry.

ANDERSON-FISK CHEMISTRY TEST	TIME	FORM	NET PRICE
Test Booklet	40 min.	E or F	$7.05 pkg/35
Scoring Key for Test Booklet		E or F	.55 each
IBM 805 Answer Sheets			2.25 pkg/35
IBM 805 Machine Key			.35 each

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COOPERATIVE SCIENCE TESTS **Grades 7-High School**

General Science: This test is a brief survey of elementary concepts in the subject areas of Astronomy, Geology, and Meteorology; Biology; Chemistry and Physics.

COOPERATIVE SCIENCE TESTS	FORM	NET PRICE
Advanced General Science Test Booklets (8, 9)	A, B	$6.00 pkg/20
Biology Test Booklets	A, B	6.00 pkg/20
Chemistry Test Booklets	A, B	6.00 pkg/20
General Science Test Booklets (7, 8, 9)	A, B	6.00 pkg/20
Physics Test Booklets	A, B	6.00 pkg/20
IBM 805 Answer Sheets		1.00 pkg/20
IBM 1230 Answer Sheets		.06 each
Punch-out Stencils		.15 each
Handbook		1.20 each

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DUNNING PHYSICS TEST **END OF 1st YEAR COURSE**

A measure of knowledge of basic facts, principles, and laws, as well as an understanding of physics. The fields covered include mechanics, heat, sound, light, electricity, and modern physics. Answer sheets are required. May be hand or machine scored.

DUNNING PHYSICS TEST	TIME	FORM	NET PRICE
Test Booklets	45 min.	AM	$6.05 pkg/35
IBM 805 Answer Sheets (Required)		AM	2.25 pkg/35

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ENGLE PSYCHOLOGY TEST

An end-of-course test in general psychology at the high school level, based on a nationwide survey of high school courses and textbooks. The test consists of 80 questions, covering biological foundations, statistics, intelligence, personality and inter-personal relationships, learning, mental hygiene, vocational and social problems.

ENGLE PSYCHOLOGY TEST	TIME	FORM	NET PRICE
Test Booklets	20 min.	AM	$6.05 pkg/35
IBM 805 Answer Sheets (Required)		AM	2.05 pkg/35

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NELSON BIOLOGY TEST, REVISED EDITION (Copyright 1965) **Grades 9-12**

A measure of achievement of today's objectives in the introductory high school biology course.

NELSON BIOLOGY TEST	TIME	FORM	NET PRICE
Test Booklet	40 min.	E or F	$7.05 pkg/35
Scoring Key for Test Booklet		E or F	.55 each
IBM 805 Answer Sheet			2.25 pkg/35
IBM 805 Machine Key			.35 each

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READ GENERAL SCIENCE TEST, REVISED EDITION (Copyright 1965) **Grades 7-9**

A measure of achievement of today's objectives in the junior high school general science course.

READ GENERAL SCIENCE TEST	TIME	FORM	NET PRICE
Test Booklet	40 min.	E	$7.05 pkg/35
Scoring Key for Test Booklet		E	.55 each
IBM 805 Answer Sheet			2.25 pkg/35
IBM 805 Machine Key			.35 each

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STANFORD SCIENCE TESTS, 1964 Edition **Grades 5-9**

Two tests measure understanding of scientific facts, principles, methods, applications. Time: 30 minutes.

STANFORD ACHIEVEMENT TEST	FORM	NET PRICE
Intermediate II Test Booklets	W, X	$4.65 pkg/35
Scoring Key for Test Booklet	W, X	.55 each
IBM 805 Answer Sheets		2.25 pkg/35
IBM 805 Scoring Keys		.35 each
Advanced Test Booklet	W, X	4.65 pkg/35
Scoring Key for booklet	W, X	.55 each
IBM 805 Answer Sheets		2.25 pkg/35
IBM 805 Scoring Keys		.35 each

Social Studies

CALIFORNIA TESTS IN SOCIAL AND RELATED SCIENCES **GRADES 4-12**

This test is geared to present-day curricula in History, Geography, and the Sciences. The Norms available are: On the Elementary level; grade placement and percentile norms. On the Advanced level; Percentile norms are provided. The norms for Parts I and II are based on students completing a high school course in U. S. History. For Part III two sets of norms are provided. The first set is based on students completing 9th grade General Science, while the other norms are for Test 6, Biological Sciences only, and based on students completing a tenth grade course in Biology.

The Elementary Battery for grades 4-8 includes six tests: Part I—Test 1, The American Heritage and Test 2, People of Other Lands and Times; Part II—Test 3, Geography and Test 4, Basic Social Processes; and Part III—Test 5, Health and Safety and Test 6, Elementary Science.

The Advanced Battery for grades 9-12 also includes six tests as follows: Part I—Test 1, Creating a New Nation (to 1789) and Test 2, Nationalism, Sectionalism, and Conflict (1790-1876); Part II—Test 3, The Emergence of Modern America (1877-1918) and Test 4, The U. S. in Transition (since 1918); and Part III—Test 5, Physical Science and Test 6, Biological Science.

CALIFORNIA TESTS IN SOCIAL AND RELATED SCIENCES	TIME	FORM	NET PRICE
Elementary Level (Grades 4-8)			
Part I	60 min.	AA	$3.40 pkg/35
IBM 805 Answer Sheets (specify part and level)		AA	.07 each
IBM 805 Hand Stencils (specify part and level)		AA	.95 each
IBM 805 Machine Stencils (specify part and level)		AA	1.90 set
Scorezes (specify part and level)		AA	.11 each
Manuals (specify level)		AA	.30 each
Keys for Test Booklets (specify part and level)		AA	.15 each
Class Records (specify part and level)		AA	.12 each
Part II	60 min.	AA	3.40 pkg/35
(All prices are the same as Part I)			
Part III	60 min.	AA	3.40 pkg/35
(All prices are the same as Part I)			

Advanced Level (Grades 9-12)			
Part I	45 min.	AA	3.40 pkg/35
(All prices are the same as Elementary Part I)			
Part II	45 min.	AA	3.40 pkg/35
(All prices are the same as Elementary Part I)			
Part III	80 min.	AA	3.40 pkg/35
(All prices are the same as Elementary Part I)			

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COOPERATIVE SOCIAL STUDIES **9-High School**

Achievement is assessed in terms of knowledge and understanding of events, issues and ideas; application of knowledge in generalizing principles and concepts; analysis and evaluation of cause and effect relationships; and ability to use the accessories of the social sciences—graphs, charts, cartoons, etc.

COOPERATIVE SOCIAL STUDIES TESTS	FORM	NET PRICE
American Government Test Booklets	A, B	$6.00 pkg/20
Cooperative American History Test Booklets (Jr. Hi.)	A, B	6.00 /pkg20
Cooperative American History Test Booklets (Sr. Hi.)	A, B	6.00 /pkg20
Cooperative World History Test Booklets	A, B	6.00 /pkg20
IBM 805 Answer Sheets	ALL	1.00 pkg/20
IBM 1230 Answer Sheets	ALL	.06 each
Punch-out scoring stencils	ALL	.15 each

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CRARY AMERICAN HISTORY TEST (Revised 1965) **Grades 10-12**

A measure of achievement of today's objectives in the high school American history course. 40 minutes.

CRARY AMERICAN HISTORY TEST	FORM	NET PRICE
Test Booklet	E, F	$7.05 pkg/35
Scoring Key (for booklet)		.55 each
IBM 805 Answer Sheets	E, F	2.25 pkg/35
IBM 805 Machine Key	E, F	.30 each

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CUMMINGS WORLD HISTORY (Revised 1966) **Grades 9-12**

End-of-course test of achievement in a high school course in World history. 40 minutes.

CUMMINGS WORLD HISTORY	FORM	NET PRICE
Test Booklets	E	$7.05 pkg/35
Scoring Key (booklet)	E	.55 each
IBM 805 Answer Sheets		2.25 pkg/35
IBM 805 Machine Keys		.30 each

Aptitude Tests

APTITUDE TEST FOR OCCUPATIONS **GRADES 9-13**

This battery of aptitude tests consist of six tests and may be given as a group or individually. Answer sheets are optional. Time: 1 hour 47 mins.

APTITUDE TEST FOR OCCUPATIONS	FORM	NET PRICE
Test 1, Personal-Social Aptitude	A	$3.35 pkg/35
Test 2, Mechanical Aptitude	A	4.20 pkg/35
Test 3, General Sales Aptitude	A	3.35 pkg/35
Test 4, Clerical Routine Aptitude	A	2.50 pkg/35
Test 5, Computational Aptitude	A	2.50 pkg/35
Test 6, Scientific Aptitude	A	3.35 pkg/35
IBM 805 Answer Sheets (optional)	ALL	.07 each
IBM 805 Hand/Machine Stencils		1.50 per set
Profiles	ALL	.03 each
Manuals		.20 each

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DIFFERENTIAL APTITUDE TESTS (DAT) **GRADES 8-13**

An integrated battery of aptitude tests designed for educational and vocational guidance in junior and senior high schools. Based on the research finding that "intelligence" is not a single ability but rather a number of abilities possessed in varying amounts by each individual, the battery yields nine reliable scores including an index of scholastic ability. Together, these form a basis for helping students plan their futures soundly and for the early identification of those with superior intellectual promise.

DIFFERENTIAL APTITUDE TESTS	FORM	NET PRICE
Verbal Reasoning (Grades 8-13) 30 mins.	A	$3.65 pkg/25
Numerical Ability (Grades 8-13) 30 mins.	A	2.75 pkg/25
Abstract Reasoning (Grades 8-13) 25 mins.	A	3.65 pkg/25
Space Relations (Grades 8-13) 30 mins.	A	4.25 pkg/25
Mechanical Reasoning (Grades 8-13) 30 mins.	A	4.55 pkg/25
Clerical Speed and Accuracy (Grades 8-13) 6 mins.	A	3.65 pkg/25
Language Usage (Grades 8-13) 35 mins.	A	3.65 pkg/25
IBM 805 Answer Sheets (Specify by subject)		2.40 pkg/50 or .05 each
Individual Profile Charts		1.50 pkg/50
Interpretive Manual		3.00 each
IBM 805 Hand Stencils		2.10 per set
Machine Stencils		2.40 per set
Subject Stencils		.75 each
Casebook		2.10 each

The Combined booklets and answer sheets

COMBINATION 1—Verbal Reasoning and Numerical Ability	A	4.80 pkg/25
COMBINATION 2—Mechanical Reasoning, Language Usage, and Space Relations Tests, in that order	A	9.00 pkg/25
COMBINATION 3—Clerical Speed and Accuracy, and Abstract Reasoning. No combined answer sheets. Order two as listed above	A	5.40 pkg/25
IBM 805 Answer sheets—Combination 1	A	.06 each
IBM 805 Answer sheets—Combination 2	A	.09 each
NOTE: Use separate Clerical Speed and Accuracy, and Abstract Reasoning answer sheets as listed for Form A.		
Combination Hand Stencils		1.50 per set
Combination Manuals		3.00 each

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DIFFERENTIAL APTITUDE TESTS, 1963 Edition **Grades 8-Adult**

The two-booklet edition is easily administered; scoring is rapid because all eight tests are scored "rights only." Form L corresponds to the earlier Form A. Four of the eight tests in Form L are unchanged—Numerical Ability, Abstract Reasoning, Mechanical Reasoning, and Language Usage-Spelling. The other four tests—Verbal Reasoning, Space Relations, Language Usage-Grammar, and Clerical Speed and Accuracy—while still asking the same kinds of questions and posing the same intellectual tasks as in Form A, have been improved in format to make them more readily adaptable to modern automatic scoring machines. IBM 805 Answer Sheets may be hand or machine scored.

DIFFERENTIAL APTITUDE TESTS	FORM	NET PRICE
Booklet I	L	$9.30 pkg/25
Booklet II	L	9.30 pkg/25
IBM 805 Answer Sheets, Booklet I	L	.11 each
IBM 805 Answer Sheets, Booklet II	L	.09 each
IBM 805 Hand Keys	L	.95 set
Profiles	L	.03 each
Manuals	L	3.00 each

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FLANAGAN APTITUDE CLASSIFICATION TESTS (FACT) **GRADES-Hi. Sch.-Adult**

All the FACT school-scoring tests are paper-and-pencil tests; they can be given to a group by one examiner. Students mark their answers in the self-scoring booklets. Aptitude Classification sheets provide the counselor with a means of computing a student's job element aptitudes. Jobs are grouped as to: Professional, business, and skilled trades.

FLANAGAN APTITUDE CLASSIFICATION TESTS	FORM	NET PRICE
Inspection (Order by No. or title)	1A	$2.80 pkg/20
Coding " " "	2A	2.80 pkg/20
Memory " " "	3A	2.80 pkg/20
Precision " " "	4A	2.80 pkg/20
Assembly " " "	5A	2.80 pkg/20
Scales " " "	6A	2.80 pkg/20
Coordination " " "	7A	2.80 pkg/20
Judgment " " "	8A	2.80 pkg/20
Arithmetic " " "	9A	2.80 pkg/20
Patterns " " "	10A	2.80 pkg/20
Components " " "	11A	2.80 pkg/20
Tables " " "	12A	2.80 pkg/20
Mechanics " " "	13A	2.80 pkg/20
Expression " " "	14A	2.80 pkg/20
Aptitude Classification Sheets		.65 pkg/20
Student's Booklet (REQUIRED-Worksheets)		.30 each
Examiner's Manual		.35 each
Counselor's booklet		.50 each
Manual, "Interpreting Test Scores"		.30 each
Technical Supplement		.35 each

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MULTIPLE APTITUDE TESTS **GRADES 7-13**

The nine differential tests in primary aptitude areas are designed to yield maximum data when used as an integrated battery. In addition to the nine test scores, four factorially determined scores and a Scholastic Potential score assist in counseling and guidance.

MULTIPLE APTITUDE TESTS	NET PRICE
FACTOR I — Verbal Comprehension	
Test 1. Word Meaning. 12 mins.	
Test 2. Paragraph Meaning. 30 mins.	$ 5.90 pkg/35
FACTOR II — Perceptual Speed	
Test 3. Language. 25 mins.	
Test 4. Routine Clerical Facility. 8 mins.	5.90 pkg/35
FACTOR III — Numerical Reasoning	
Test 5. Arithmetic Reasoning. 30 mins.	
Test 6. Arithmetic Computation. 22 mins.	5.90 pkg/35
FACTOR IV — Spatial Visualization	
Test 7. Applied Science and Mechanics. 30 mins.	
Test 8. Spatial Relations—Two dimensions. 8 mins.	
Test 9. Spatial Relations—Three dimensions. 12 mins.	11.75 pkg/35

Directions for Administering & Scoring	.35 each
Guide to Interpreting Test Scores	.65 each
Class Records	.12 each
Extended Profiles	.04 each
IBM 805 Answer Sheets for FACTORS I & II (one sheet)	.07 each
IBM 805 Answer Sheets for FACTORS III & IV (one sheet)	.07 each
IBM 805 Hand Stencil	3.75 per set
IBM 805 Machine Stencils	3.75 per set

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Interest Inventories

KUDER—OCCUPATIONAL INVENTORY **High School-College**

This new Kuder test measures the relationship of preferences to specific jobs. Kuder D is used in high schools and colleges to give students information concerning occupations within which their interest lie; to confirm specific occupational choices so that appropriate educational decisions may be made.

Separate scores, or occupational keys, are provided for specific jobs. A Verification Key provides a check on the reliability of the subject's answers.

Occupational Scoring Keys for hand or machine:

#0 Verification
1 County Agriculture Agent
2 Electrical Engineer
3 Farmer
4 Forester
5 Minister
6 Newspaper Editor
7 Physician
8 Psychologist—Clinical
9 Psychologist—Industrial
10 YMCA Secretary
11 School Superintendent
12 Accountant
13 Meteorologist
14 Personnel Manager
15 Department Store Salesman
16 Psychologist—Professor
17 Civil Engineer
18 Mechanical Engineer
19 Psychologist—Counseling
20 Journalist
21 Architect
22 Lawyer
23 Retail Clothier
24 Insurance Agent
25 Dentist
26 Veterinarian
27 Industrial Engineer
28 Pediatrician
29 Psychiatrist
30 Radio Station Manager
31 Interior Decorator
32 High School Counselor
33 High School Science Teacher
34 High School Math Teacher
35 Chemist
36 Mining & Metallurgical Engineer
37 Druggist
38 Job Printer
39 X-Ray Technician
40 Bank Cashier
41 Pharmaceutical Salesman
42 Librarian

KUDER OCCUPATIONAL INVENTORY	FORM	NET PRICE
Test Booklets (Hi. Sch.-College)	D	$ .65 each
IBM 805 Answer Sheets		7.05 pkg/100
Manual		.55 each
Keys (Specify title)		1.30 each
Research Handbook		2.60 each

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KUDER PREFERENCE RECORD—PERSONAL **GRADES 8-12**

Measures preference for five different personal and social activities. It tells the kinds of relations the student prefers with other people. Measures preference for working with ideas, being active in groups, avoiding conflicts, directing others, and being in familiar and stable situations.

KUDER PREFERENCE RECORD-PERSONAL	FORM	NET PRICE
Reusable Test Booklets (Grades 8-12)	A	$ .65 each
Self-scoring pin-punch answer pads		3.05 pkg/20
Profile sheets: Boys & Girls (Specify)		.85 pkg/20
Men & Women (Specify)		.85 pkg/20
Profile Leaflets		1.05 pkg/20
Manuals		.55 each

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KUDER PREFERENCE RECORD—VOCATIONAL **High School-College**

This vocational form measures nine broad areas of education and vocational interests: mechanical, computational, scientific, persuasive, artistic, literary, musical, social service, and clerical. It does not include the outdoor scale, the verification score or the glossary that appear in Form C.

KUDER PREFERENCE RECORD	FORM	NET PRICE
Test Booklets	BH	$ .65 each
Pin-punch answer pads		3.05 pkg/20
Profile Sheets		.85 pkg/20
Profile Leaflets		1.05 pkg/20
Manual		.55 each
Extra pins		1.00 per 20
Test Booklets (Measures 10 areas of interest, all those mentioned in Form BH, plus the outdoor scale)	CH	.65 each
Profiles and Manuals, same as Form BB		
Test Booklets (Measures 10 areas of interest, all those mentioned in Form BH, plus the outdoor scale)	CM	.60 each
IBM 805 Answer Sheets		.06 each
IBM 805 Machine Keys		7.55 per 22
Profiles and Manuals, same as Form BH		

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OCCUPATIONAL INTEREST INVENTORY **Junior-Senior High**

Designed to aid in discovering the basic occupational interests possessed by an individual in order that he may more intelligently plan a program that will result in his being a successful employee or a competent student. The fields of interest identified are: Personal-Social, Natural, Mechanical, Business, The Arts, and the Sciences. The Inventory also identifies three types of interests—Verbal, Manipulative, and Computational and gives a measure of the student's level of interest. In the latter he learns whether he enjoys occupations requiring simple routine and unskilled activities or occupations involving originality, inventiveness and professional skill. Can be answered in the booklet or on separate answer sheets.

OCCUPATIONAL INTEREST INVENTORY	FORM	NET PRICE
Intermediate Booklets (Jr. Hi.)	Jr. Hi.	$6.30 pkg/35
IBM 805 Answer Sheets		.07 each
IBM 805 Hand Stencils		3.75 per set
IBM 805 Machine Stencils		4.70 per set
Advanced Booklets (Sr. Hi.)	Sr. Hi.	Same as above
(All prices and accessories same as above)		

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Personality and Guidance

ADJECTIVE CHECK LIST (Gough)

A standardized 300-adjective list widely used in personality assessment and psychometric research, the ACL is made available with a comprehensive manual which includes descriptions of the Need Scales for the ACL developed by Alfred B. Heilbrun, Jr. The adjectives and the scales have proved useful in studying descriptive correlates of test scores and in reducing interview or clinical judgments to statistically-manageable units.

ADJECTIVE CHECK LIST	NET PRICE
Check Lists	$ .12 each
Profiles	.05 each
Manual	3.15 each

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BELL ADJUSTMENT INVENTORY (STUDENT FORM) Rev. 1962

Aids the counselor in discovering the extent and sources of personal maladjustment. Student Form, revised in 1962, reports scores for four areas of adjustment—Home, Health, Social, and Emotional.

BELL ADJUSTMENT INVENTORY (STUDENT FORM)	NET PRICE
Test Booklets	$2.75 pkg/25
IBM 805 Answer Sheets	2.05 pkg/25
IBM 805 Scoring Stencils	2.20 per set
Manuals	1.40 each
Profiles	2.00 pkg/50

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BERNREUTER PERSONALITY INVENTORY **ADULT**

By use of this blank, several aspects of personality are indicated at one time: neurotic tendency, self-suffering, introversion-extroversion, dominance-submission, sociability and confidence. May be either hand or machine-scored. Separate answer sheets are required for machine-scoring only.

BERNREUTER PERSONALITY INVENTORY	NET PRICE
Inventory Blanks	$3.70 pkg/25
Individual report sheets	1.25 pkg/25
Manuals	.45 each
IBM 805 Answer Sheets	.05 each
Hand Keys	2.55 per set
IBM 805 Machine Stencils	6.15 per set

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CALIFORNIA TEST OF PERSONALITY **KINDERGARTEN-COLLEGE**

This series of group tests is designed to identify and reveal the status of certain highly important components in personality and social

adjustment often referred to as intangibles. Each test is designed to provide teachers, supervisors, and administrators with significant evidences of the personal and social status of individuals and groups, and to provide a means for guiding them to better adjustment. By means of carefully validated "yes-no" responses, the tests give evidence of how students feel, think, and act regarding a wide variety of situations which vitally affect them as individuals or as members of groups. The test is divided into two sections: personal adjustment and social adjustment. All levels may be scored in the test booklet; or separate hand-scoring scoreze pads or IBM answer sheets are available for Elementary through Adult levels.

CALIFORNIA TEST OF PERSONALITY	FORM	NET PRICE
Primary (K-3) 50 mins.	AA	$4.20 pkg/35
Elementary (Grades 4-8) 50 mins.	AA	4.20 pkg/35
IBM 805 answer sheets		.07 each
IBM 805 Machine Stencils		3.75 per set
IBM 805 Hand Stencils		.95 per set
Intermediate (Grades 7-10) 50 mins. (All prices are the same as Elementary)	AA	4.20 pkg/35
Secondary (Grades 9-College) 50 mins. (All prices same as as Elementary)	AA,BB	4.20 pkg/35
Adult (All prices are the same as Elementary)	AA	4.20 pkg/35

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MINNESOTA COUNSELING INVENTORY **High School**

For counselors of high school students. A new tool, based on the *Minnesota Multiphasic Personality Inventory* and the *Minnesota Personality Scale,* yielding nine scores. Three scores identify areas in which teen-agers may be adjusting particularly well or poorly: Family Relationships, Social Relationships, Emotional Stability. Four scores indicate students characteristic ways of meeting problems and their behavior in social groups: Conformity; Adjustment to Reality; Mood; Leadership.

"Questions" and "Validity" scores are provided as checks on test-taking attitude. The booklets contain 355 statements to be marked True or False as it applies to the student. The separate answer sheet can be hand or machine scored. The profile chart furnished with each answer sheet incorporates the norms so that reference to separate tables is not necessary.

MINNESOTA COUNSELING INVENTORY	NET PRICE
Test Booklets	$4.20 pkg/25
IBM 805 Answer Sheets	4.50 pkg/50
IBM 805 Hand Keys/Manual	.90 each
IBM 805 Machine Keys/Manual	1.20 each

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MOONEY PROBLEM CHECK LIST **Jr. Hi.-Sr. Hi.**

These forms are widely used to help individuals express their personal problems. Valuable for group survey and research purposes as well as for appraisal of problems of individuals before or during counseling. They are self-administering, and for many counseling purposes require no scoring. Areas covered are health and physical development; home and family; morals and religion; sex; economic security; school or occupation; social and recreational, etc. The directness of the check list method makes it an effective fact-finder in a wide variety of situations.

MOONEY PROBLEM CHECK LIST	FORM	NET PRICE
Test Booklets (Jr. Hi.) 30 mins.	J	$2.30 pkg/25
Test Booklets (Sr. Hi.) 30 mins.	H	2.30 pkg/25

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THURSTONE TEMPERAMENT SCHEDULE **Hi. Sch.-Adult**

Seven different temperament traits are measured by this test: active, vigorous, impulsive, dominant, stable, sociable, and reflective. This is not an adjustment inventory. It surveys those relatively stable personality traits important to success and satisfaction in different school curricula and occupations. Primary value of the Temperament Schedule is in assessing the ability to meet the personality requirements of school or job situations. The booklet does not have an answer pad attached, they must be ordered separately.

THURSTONE TEMPERAMENT SCHEDULE	FORM	NET PRICE
Reusable Booklets (Hi. Sch.-Adult) 40 mins.	AH	$ .65 each
Self-scoring carbon answer pads		3.05 pkg/20
Manuals		.30 each

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Miscellaneous

AYERS HANDWRITING SCALE **GRADES 2-8**

This scale for measuring the quality of handwriting is to increase the reliability of measurements of handwriting through standardizing methods of securing and scoring samples, and through making numerous improvements in the scale itself designed to reduce variability in the results secured through its use.

AYERS HANDWRITING SCALE	NET PRICE
One Sheet, 9" x 36" (Grades 2-8)	.55 each

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CUMULATIVE RECORD FOLDERS

This letter size folder enables you to concentrate in one place all the pertinent information about a pupil. Space for information about a pupil from kindergarten through high school.

CUMULATIVE RECORD FOLDERS	NET PRICE
Folders	.15 each

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HANDWRITING FOR LEFT-HANDED CHILDREN	NET PRICE
Copy	.85 each

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KILANDER HEALTH KNOWLEDGE TEST **GRADES 9-12**

A measure of knowledge and understanding of matters pertaining to health. The test includes questions on personal health, community health and sanitation, nutrition, safety and first aid, and mental and emotional health. Although intended primarily as a measure of achievement in a course in health instruction, it may be used also to measure health knowledge resulting from other courses or obtained incidentally. An answer sheet is required for each student—they may be hand or machine scored with the stencil in the package.

KILANDER HEALTH KNOWLEDGE	FORM	NET PRICE
Test Booklets (Grades 9-12) 40 mins.	AM	$4.05 pkg/35
IBM 805 Answer Sheets		1.60 pkg/35

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SEASHORE MEASURES OF MUSICAL TALENTS (Series A) **GRADES 5-Adult**

These phonographically presented tests measure six aspects of auditory discrimination: pitch, loudness, time, timbre, rhythm, and tonal memory. **Series A** covers a wide range of difficulty and is used in guidance and selection testing. It consists of one 33⅓ record. May be hand or machine scored.

SEASHORE MEASURES OF MUSICAL TALENTS	NET PRICE
Album with 50 answer sheets, keys and manual	$12.75
Answer Sheets	2.90 pkg/50
Scoring Stencils	.25 each
Manual	.50 each

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MEIER ART JUDGMENT TEST **GRADES Jr. Hi. & Sr. Hi.**

This test consists of a book of 100 pairs of pictures printed by a special process resembling etching, and a record sheet containing instructions, statements of difference between pairs of pictures and a means of recording pupil judgment.

MEIR ART JUDGMENT TEST	NET PRICE
Test Booklets	1.35 per book
Test record sheets	.06 each
Manuals	.45 each
Keys	.20 each

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PENCILS, Electrographic

For marking separate answer sheets that are to be machine scored. These have the appearance of ordinary lead pencils—are not mechanical and require no refilling.

	NET PRICE
Pencils	$2.50 per 36

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Index

A.C.E. Psychological Examination for High School 9
A.C.E. Psychological Examination for College Freshmen 9
Academic Promise Test 9
Adjective Check List (Gough) 73
Anderson-Fisk Chemistry 61
Aptitude Test for Occupations 65
Army General Classification (civilian edition) 10
Ayers Handwriting Scale 77
Barrett-Ryan-Schrammel English 35
Basic Skills in Arithmetic 41
Bell Adjustment Inventory 73
Bernreuter Personality Inventory 73
Blyth Second-Year Algebra 41
Breslich Algebra Survey 41
Brueckner Diagnostic Arithmetic Test 41
Buckingham Extension of Ayers Spelling Scale 35
California Achievement Batteries 25
California Algebra Aptitude 42
California Arithmetic 42
California Diagnostic Reading Scale 51
California Language 35
California Phonics Survey 35
California Reading 51
California Test of Mental Maturity, Short Form 10
California Test of Personality 73
California Test in Social and Related Sciences 63
Contemporary Mathematics Tests 42
Cooperative English 36
Cooperative Foreign Language Tests 23
Cooperative Mathematics Tests 43
Cooperative Science Tests 61

Cooperative Social Studies Tests 64
Crary American History 64
Cummings World History 64
Cumulative Record Folders 77
Detroit Advanced First-Grade Intelligence 11
Detroit Beginning First-Grade Intelligence 11
Detroit Kindergarten Test 11
Diagnostic Reading: Survey Section 52
Differential Aptitude Battery 65
Doren Diagnostic Reading 52
Dunning Physics 61
Durost-Center World Mastery 36
Durrell Analysis of Reading Difficulty 53
Durrell-Sullivan Reading Achievement 53
Durrell-Sullivan Reading Capacity and Achievement 53
Engle Psychology 61
Essentials of English 37
Flanagan Aptitude Classification Test (FACT) 66
Gates-MacGinitie Reading Tests 54
Gates-Peardon Reading Exercises 55
Gates Reading Readiness 55
Goodenough-Harris Drawing Test 12
Gray Oral Reading Test 56
Gray Oral Reading Check Test 56
Gray Oral Reading Paragraphs 56
Hand-E-Score Templates 10
Handwriting for Left-Handed Children 77
Henmon-Nelson Mental Ability 12
Inglis Test in English Vocabulary 37
Iowa Algebra Aptitude 44
Iowa High School Content Examinations 26
Iowa Language Abilities 37

Iowa Silent Reading 56
Iowa Test of Basic Skills 26
Iowa Test of Educational Development (ITED) 26
Kelley-Greene Reading Comprehension 57
Kilander Health Knowledge 77
Kuder Occupational 69
Kuder Preference Records—Personal 69
Kuder Preference Records—Vocational 70
Kuhlmann-Anderson Intelligence 12
Kuhlmann-Finch Intelligence 13
Lankton First-Year Algebra 45
Lee-Clark Reading Readiness 57
Lee Maintenance Tests and Drills in Arithmetic 45
Lee Test of Algebraic Ability 45
Lorge-Thorndike Intelligence 14
Luria-Orleans Modern Language Prognosis 33
Madden-Peak Arithmetic Computation 46
McCall-Crabbs Standard Test Lessons in Reading 58
McGuffey Reading 58
Meier Art Judgment 78
Metropolitan Achievement Batteries 28
Metropolitan Arithmetic 46
Metropolitan Reading 58
Metropolitan Readiness 15
Metropolitan Readiness, 1964-65 16
Michigan Vocabulary Profile 38
Minnesota Counseling Inventory 74
Mooney Problem Check List 75
Morrison-McCall Spelling Scale 38
Multiple Aptitude 67
National Achievement Test in Spelling 38
Nelson Biology 62

Nelson Denny Reading 59
New York Test of Arithmetical Meanings 46
Occupational Interest Inventory 70
Ohio State University Psychological Test 16
Orleans Algebra Prognosis 47
Orleans Geometry Prognsois 47
Orleans-Solomon Latin Prognosis 34
Otis Classification 29
Otis Quick-Scoring Mental Ability 16
Otis Self-Administering Mental Ability 17
Peabody Picture Vocabulary 17
Pencils, Electrographic 78
Pintner-Cunningham, Primary 18
Pintner-Durost General Ability, Elementary 18
Pintner General Ability: Non-Language 18
Pintner General Ability: Verbal 18
Primary Mental Abilities (PMA) 20
Pupil Record Folders (Cumulative) 77
Quick Word Test 19
Reading General Science 62
Reading Lab 60
Revised Beta Examination 19
Sangren-Woody Reading 59
SCAT (School-College Ability Tests) 19
Schorling-Clark-Potter Hundred Problem Arithmetic 47
Schrammel-Gray Reading 59
Seashore Measures of Musical Talent 77
Seattle Algebra 47
Seattle Plane Geometry 48
STEP (Sequential Tests of Educational Ability) 30
Shaycroft Plane Geometry 48
Slosson Intelligence Test (SIT) 21

Snader General Mathematics 48
Spitzer Study Skills 38
SRA Arithmetic Test 49
SRA Primary Mental Abilities 20
SRA Reading Lab 60
SRA Reading Record 60
Stanford Achievement Batteries 29
Stanford Arithmetic 49
Stanford-Binet Intelligence Scale 21
Stanford Reading 60
Stanford Science Test 62
Terman-McNemar Test of Mental Ability 22
Test of Educational Ability (TEA) 31
Test of English Usage 38
Test of General Ability (TOGA) 22
Thrustone Temperament Schedule 75
Tressler English Minimum Essentials 39
Ullman-Kirby Latin Comprehension 34

Chapel Hill
Site of the University
of
North Carolina
which first
opened its doors
in January
1795